

Significant Events and Issues in Senate History<sup>1</sup>  
The First 50 Years: 1912-13 to 1961-62  
(University and Faculty Senates)  
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**The forerunner, the University Council**

May 31, 1905

The Board of Regents approved establishment of the University Council, which included the president, the deans, one elected faculty member from each college for each 400 students or major fraction, and one representative from the general alumni association. The Council is authorized to appoint committees, "consider and act upon any matter of general University interest beyond the province of a single faculty which may be referred to it by the president of the University or any faculty."<sup>2</sup> The Council is authorized to appoint various committees, including auditing, press, athletics, University relations to other institutions of higher learning, health and sanitation, commencement and other University functions, and so on. The Board minutes indicate there will be 18 faculty members, in addition to the deans and the president.

(There are no extant minutes for the Council. The president's 1904-06 biennial report records that "during the first year of its existence the Council has earnestly sought to remove various abuses and evils which had crept in almost unnoticed, more especially in connection with entertainments and publications by students involving the expenditure of more or less money and the handling of funds by agents of the classes, responsible or irresponsible, with possibilities of dishonesty and misappropriation of funds. . . . Another matter of great importance with which the Council has dealt is Athletics, especially Foot Ball. . . .")

**The Senate**

May 6, 1912

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<sup>1</sup> The primary criteria for including an item in this abstract from Senate minutes were (1) it was important historically, (2) it dealt with the process of governance and consultation, (3) it was just interesting, or (4) it is a subject that continues to be discussed. This abstract does not include routine constitution and bylaw amendments, committee memberships, memorials, most of the presidents' reports, FCC/SCC chair reports, faculty legislative liaison reports, routine policy amendments, and so on.

<sup>2</sup> From the 1904-06 biennial report from the president to the Board of Regents: The University "now embraces ten colleges and four technical schools. The work of these colleges and schools has been carried on by the various faculties, without any special friction between the different institutions. But it has been felt for some time by members of the Faculties that there were many interests common to all the colleges and schools, which could not be directed by any single faculty and could not be conveniently directed by independent concurrent action of all the faculties; and that a governing body representing all the faculties, if established by the Regents, could administer such affairs as concern equally the whole University. . . . To meet the condition a plan for the organization of a University Council was formulated and approved by the Faculties. . . . This plan was approved and the University Council was formally established by vote of the Board of Regents. . . ."

On recommendation of the University Council, the Board of Regents adopted the constitution of the Senate.

October 3, 1912<sup>3</sup>

First meeting of the Senate (Chemistry Building, now Nicholson Hall). Two committees are established (Membership, to decide on the roster and plan of organization, and Auditing, to supervise financial affairs of student organizations). "The President [Vincent] addressed the Senate upon the opportunities and functions of that body, and an informal discussion followed."

January 24, 1913

Second meeting of the Senate. Bylaws adopted, including establishment of 11 committees (including two on athletics, finance and audit, student publications, student affairs, debate and oratory, extension, University Functions, University Printing, Education, and Business and Rules). The Senate voted to refer to the Committee on Education "the question of the adoption of the quarter system for the University in lieu of the semester system."

June 6, 1913

Third meeting of the Senate. These are the first Senate minutes indicating that the University president (Vincent) presided. Most of the meeting was devoted to a discussion of whether there should be three or four quarters. A Library committee was also approved (although not included in the original 11 committees).

March 30, 1914 Special meeting

To consider a report from the Committee on Education on "requirements for admission to the University in the case of those students entering directly from high school." The report noted that a standard higher than that required for graduation from high school was established in 1908. Among faculty in the College of Science, Literature, and the Arts "there had long existed dissatisfaction with the quality of scholarship obtainable from a considerable percentage of the students." The debate was apparently contentious; a minority report proposing a higher standard than the majority report was adopted by a vote of 31-29, but then a second special meeting of the Senate was held 4/8/14 and the majority and minority reports were blended.

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<sup>3</sup> It is to be noted that the minutes of the meetings during the early years of the Senate are replete with the names of Senate members (and committee chairs) for whom the University subsequently named buildings. A non-exhaustive list includes William Appleby, Theodore Blegen, Lotus Coffman, Ada Comstock, L. J. Cooke, Katharine Densford, Harold Diehl, Richard Elliott, Guy Stanton Ford, Everett Fraser, Theophilus Haecker, John Johnston, Frederick Klæber, Isaak Kolthoff, E. P. Lyon, E. E. Nicholson, Anna Norris, Alfred Owre, Wesley Peik, Frank Rarig, Maria Sanford, Elvin Stakman, Frank Walter, Owen Wangensteen, Malcolm Willey, and Frederick Wulling. Presidents emeritus Northrop and Folwell were also non-voting members of the Senate.

### May 7, 1914 Special meeting

To receive a report from a special committee (Committee on Education plus the Registrar), which addressed, *inter alia*, transfers of students from one college to another, credits earned in a college other than the one in which the student is registered, and a uniform marking system.

"There shall be four passing grades, designated by the symbols A, B, C, and D, and two non-passing grades, designated by the symbols E, F. . . . The four letters A, B, C, and D shall represent varying degrees of merit, A representing the highest passing work and D the lowest." (E indicated a deficiency that could be corrected by an exam and/or additional work; F was failure, requiring repetition of the course.)

Item 8 of the report from the Administrative Committee (a report required by the Senate constitution): "In order to facilitate the recognition by Oxford University of credits from the University of Minnesota, it was decided that the University make formal application for such recognition."

The Senate approved a long report dealing with the recognition of and rules for student organizations.

### May 15, 1914 Special meeting

To approve a report from the Committee on Education dealing with credits earned "in schools not of full collegiate rank," accepting students with college credit earned elsewhere, admission of students from outside Minnesota, and a required lecture course for all freshmen that included "one or two lectures by the President, six lectures on hygiene, three lectures on the use of the library." The course carried no credit.

### October 1, 1914

The Administrative Committee report, item 5: "It seemed best that the University of Minnesota make no exhibit at the Panama Pacific Exhibition."

In the category of *some things never change*: President Vincent noted that while there are administrative matters properly within the control of the Administrative Committee, "questions of an essentially educational character belong to the Senate and should be considered by that body." He posed questions to the Senate for its Committee on Education to consider:

"1. Questions dealing with general plans for instruction:

- a. Are departments co-operating as they should to secure adequate and well correlated instruction without duplication.
- b. Is each department by means of course syllabi, departmental conferences, or in other ways correlating its courses and doing its work most effectively?

. . .

2. The actual work of instruction:

. . .

b. Are conscious and persistent efforts made on the part of older members of the instructional force to supervise and counsel the younger instructors who are just beginning or are in the early years of their academic life?

...

4. Problems of the curriculum:

- a. What methods are employed to study the effect and working of the curricula already in force?
- b. Are these curricula in their sequence of studies, electives, and range of courses adapted to the real needs of students?

...

7. Are faculty and departmental meetings as valuable as they might be?

...

10. Is there any way in which advantage can be taken of the suggestions and criticisms of students, i.e., in our efforts toward developing student self-government and responsibility, can we take the student body more into our confidence and get more consciously the student point of view as an aid in our plans?"

February 4, 1915

The Senate approved simplified spelling. "This will mean using *center*, not *centre*; *color*, not *colour*; *gram*, not *gramme*; *license*, not *licence*:" etc. (italics in original). It also approved the use of most words approved by the National Education Association, including catalog, decalog, prolog, demagog, pedagog, tho, altho, thoro, and thorofare; the Senate declined to endorse thru and thruout. Students were authorized to use the approved spellings in their work.

The Administrative Committee reported that it "3. Voted that it is impractical for the University of Minnesota to offer to the University of Venezuela scholarships for the young men and young women of that Republic."

Beginning a practice that has continued to this day: "In the last few minutes of the meeting the President discussed the budget situation and the attitude of the Legislature towards the University."

October 7, 1915

The Senate approved a recommendation from Dean Johnston: "The Senate understands that under Articles IV, IX, XIII, and XIV of its constitution the initiative in all matters affecting the internal affairs of a college or school belongs to the faculty of such college or school. Accordingly, the committees of the Senate are instructed that such matters which primarily or chiefly affect individual colleges or schools rather than general university interests, shall be referred to the appropriate colleges or schools for recommendation before the matter is presented to the Senate."

November 1, 1915

Special meeting to receive a report from the Committee on Education, responding to the president's questions posed 10/1/14, that took 21 pages of Senate minutes. The committee had

conducted a survey of the faculty. "At present the several departments of the University carry on their work without formally paying very much attention to the work of related departments. This, however, does not mean that no coordinating influences are at work. . . . A large majority of the departments feel that a closer affiliation with related departments would be desirable. . . . The Graduate School seems to be the proper organization to unite the departments of the several colleges." With respect to duplication of courses, some occurs in "elementary" courses that have so many students that duplication is necessary and most efficient; "there are also similar courses given in different schools offered to students of different preparation, and given for different purposes. Such courses are often so different in aim and method that it would not be wise to compel students of the different colleges to take the work in common. There are other cases of duplication which are apparent, but not real [such as courses on colonial administration in political science and in economics]. . . . Other cases of duplication are due to the unavoidable overlapping or more or less closely allied fields. . . . The committee was much impressed with the fact that there is very little unwarranted duplication or work, and that there is no ground for any serious criticism of the university curriculum on this point." The report also recommended how departments conduct their business (regular meetings, minutes, who votes, etc.).

The report also included the results of questions about the helpfulness of faculty meetings. The faculty in small colleges generally found them helpful while the faculty in larger colleges had "a disparity of opinion, and many conflicting suggestions."

The committee also reported on involving students more in decisions; "no recommendations concerning these matters seems necessary. We are convinced that student self government should be encouraged, but that it must be a gradual growth.

On committees, they "are important channels through which faculty members may bring their influence to bear upon the life and policies of the University. They also furnish a means for cooperation between faculty members and administrative officers. . . . As far as the great majority of men [faculty] is concerned the time spent in committee work is a negligible factor. Most instructors have no committee assignments. . . . [The deans are satisfied and] a general feeling of satisfaction seems to exist also among the faculty members." Among the reasons cited for serving on committees were "it gives a voice in the management of affairs" and "it creates an individual interest in the general affairs of the University, and adds to the sense of responsibility, and makes one feel as tho he were a more vital part of the University" and "it helps maintain a good spirit on the campus." The report concluded that the "Committee on Education believes that all faculty members should be as fully informed on university questions as possible. We believe also that committee action is of great importance in determining university policies and practices" and recommended more publicity for committee actions.

The report also looked at research. "A very large percentage of the instructors are definitely engaged on research problems. . . . It is impossible to state definitely how many hours per week are spent in research work. . . . Most of them men who report time at all, report from five hours up. The figure generally exceeds ten hours per week. The replies indicate very clearly that vacation time is used extensively in carrying on research work. Many men use all their shorter vacations, and the great part of the summer vacation for this purpose. Some enthusiasts report Sundays spent in this way. It is not uncommon to spend evenings in research work."

The report included a lengthy discussion of asking students in the graduating class "to give a confidential opinion as to the efficiency of teaching in the various courses taken by them." The faculty was overwhelmingly in favor of doing so.

The report recommended that "more or less definite standards should be applied in determining a man's fitness for promotion and for increases in salary." The four to be taken into account are "teaching, productive scholarship, administrative work, [and] public service. . . . It is impossible for any one to render signal services in all of the departments [i.e., standards] listed above; but it is not expecting too much to ask that faculty members qualify under two lines of activity. We suggest that good work in tow of the indicated lines of activity should constitute a good claim for advancement. But this should not be the only standard. *Exceptional strength* in any one of the indicated lines should constitute a good basis for promotion" (emphasis in original).

#### December 2, 1915

The regular meeting was given over entirely to a discussion, led by Dr. Henry Williams (Williams Arena), about secret football practice sessions and the need to retain amateur standards. The Senate voted its sense that that there should be "one day of open practice per week during the football season."

#### February 10, 1916

The Administrative Committee reported that sabbatical leaves were to be retained and that Board of Regents Chair Fred Snyder and Law School Dean William Vance would prepare rules "which shall be entirely consistent with the laws of the state." It also reported, on the issue of textbooks and profits, that "the main issue is to place before the students the proper caliber of text-book, regardless of authorship, and that the question as to who receives the profits is immaterial." The Committee voted "a censorship to determine the advisability of requiring students to secure a given text-book put out by a member of the faculty, be provided." [It is not clear what this means.]

As it did at many Senate meetings, the body voted on recommendations (from the Committee on the Relationship of the University to Other Institutions of Learning) to accredit other colleges so work brought by transfer students would be recognized; at this meeting, the Senate approved accreditation for the College of St. Catherine (St. Paul) and the College of St. Teresa (Winona). The Senate also voted on extensive rules governing what would be required of institutions offering one or two years of college courses if their work would be recognized for transfer to the University.

#### March 16, 1916

A special meeting was held to discuss the proposal from the Carnegie Foundation about insurance and annuities. An ad hoc committee reported at the next meeting on May 4.

#### May 4, 1916

The Carnegie Foundation for the Advancement of Teaching could no longer add colleges to those to whom it provided pensions for faculty, nor could it add new faculty members at institutions where it already provided pensions. The Senate voted that there should be a cooperative system to provide life and disability insurance and annuities, with support from the faculty and if possible from their institutions, and it asked the Carnegie Foundation to convene a meeting to consider a cooperative pension and annuity system.

At the same meeting, the Senate did not approve a recommendation from the Committee on Education that the Regents set aside money to help pay for faculty members to travel to meetings of learned societies if the faculty member is an officer or on an executive committee or invited to present a paper/address.

The Administrative Committee reported that no full-time University employee will be paid additionally for extra work or overtime and that "no appeals be made on the campus for money contributions for various causes without the approval of the Administrative Committee." It also approved a change in the regulations governing academic costume: Baccalaureate student caps would be black but in the future the tassel could by color indicate the college from which the student is a degree candidate. Candidates for advanced degrees were required to have a black cap and tassel. There was no change to the rule that members of the Board of Regents, during their term on the Board, could wear the Doctor's gown. Faculty could wear gowns and hoods and colors reflecting their degrees.

#### May 29, 1916 Special meeting

The Senate approved a recommendation to the Board of Regents that the University provide the funds for, and publish, a "journal to be known as 'Journal of Public Affairs, with Special Reference to the Northwest.'" The members of the ad hoc committee making the report included several deans, one of whom was the future President L. D. Coffman.

At the same meeting, the Committee on Student Affairs reported that it had followed the classification system approved two years earlier by the Senate in approving a long list of student organizations. It also commented that "your Committee feels that the zest for organization must have reached its zenith this year, and feels no hesitation in expressing its hope that the distractions afforded by so many societies may lessen as time goes by." The Committee also wrote that "it is glad to record a diminution in the number of dances, and wishes it were possible to control still further co-educational frivolities. . . . With the proper development of the Minnesota Union and a further promulgation of intramural sports, the disintegrating tendencies of a heterogeneous campus may be somewhat combatted."

#### December 21, 1916

"President F. B. Snyder of the Board of Regents [now titled Chair of the Board of Regents] was present and spoke briefly with reference to the resignation of President Vincent and the difficulty of the task before the Board in securing his successor. Mr. Snyder assured the Senate of the Board's desire to have the cooperation of the faculty in all matters pertaining to the welfare of the

University and asked especially that they let their wishes be known of Mr. Vincent's successor." (Fred Snyder was chair of the Board from 1914 to 1942.) At the same meeting, Dean Johnston (Science, Literature, and the Arts) reported that SLA faculty to prepare plans for entrance examinations and raising scholarship standards for admission.

#### May 17, 1917

The Committee on Education "calls attention to the fact that there has recently been organized in the University a group of Professors and Instructors, whose interest and teaching is related to Animal Biology. This group has for its object the development of all phases of this science and includes men from several colleges. It has placed itself in a position to coordinate work now separated and to avoid unnecessary duplication. . . . The Committee wishes to express its hearty approval of this movement." At the same meeting, the Administrative Committee reported on accommodations being made for students going in to the military. The Senate also endorsed the suspension of intercollegiate athletics from May 12, 1917 until the end of hostilities. (Because other Conference schools didn't do so, the resolution was reversed at the 10/18/17 Senate meeting, but profits from athletics were to be donated to the American Red Cross.) The Senate Committee on Student Publications banned cigarette advertisements.

#### May 23, 1918

Report of the Committee on Education: "In view of the unfortunate criticisms that have been directed against members of the faculty, because of expert service rendered to business concerns, we respectfully recommend that the Board of Regents so amend the regulations governing outside work, as to provide that any member of the faculty who engages in such work, shall file with the President of the University" the terms of the employment, time and dates, compensation, and reason. In addition, "in view of the vital interest he staff of instruction and of the effect which' such complaints and criticisms may have on the work of instruction we would respectfully suggest . . . that representatives of the faculty should be called upon to investigate and report upon such matters of complaint."

The Administrative Committee reported approving the 1918-19 calendar: first semester September 25 to the end of January and the second semester start February 3. It also offered commentary on the library, beginning with "the purpose of the University Library is to supply books and to teach students to use them with the minimum waste of time and effort and the maximum profit."

The Administrative Committee also approved (and reported) rules for sabbatical furloughs. The Board of Regents would grant the applications under certain conditions: "the University is likely to benefit from the increased efficiency acquired"; suitable arrangements for teaching can be made; and the dean and department head approve. Half salary will be paid.

#### June 8, 1918 Special meeting

The Senate held a special meeting devoted to academic credits for those entering the military.



#### December 19, 1918

The Committee on Education endorsed changing to a three-quarter system calendar, away from semesters.

#### December 23, 1918 Special meeting

The Senate held a special meeting and voted 75-11 in favor of a four-quarter system.

#### May 15, 1919

The Senate ratified action by the Administrative Committee to establish a four-quarter calendar for 1919-20 (Oct 1-Dec 23, Jan 2-Mar 25, Apr 1-June 16, June 21-Sept 3). Exams are to take place the last day of class. (At the 12/18/19 meeting, the Administrative Committee reported, and the Senate approved, a decision to postpone establishment of the summer quarter because of financial stringency.)

#### October 16, 1919

Under "Discussion," "1. The President called attention to the rumor afloat to the effect that the Faculty, feeling the pressure of the heavy enrollment, was determined to relieve the congestion by eliminating as quickly as possible the poorer students. [In the context, "poorer" meant academically poorer, not economically poorer.] The President urged all members of the Senate to do what they could to dispel any such impression and pointed out the conditions under which students had been admitted this fall." (The Administrative Committee had voted to admit without conditions graduates of accredited high schools who had served in the military.)

#### December 18, 1919

The Administrative Committee reported for ratification to the Senate, among other things, creation of an All-University Schedule Committee (to harmonize the schedules of the colleges to make it easier for students to take courses in different colleges and departments) and a University Curriculum Committee ("for the purpose of harmonizing curriculum differences or of developing general University standards of curriculum requirements").

The Administrative Committee also called for substantial tuition increases for 1920-21 (e.g., for residents, SLA \$14 to \$20, Engineering \$20 to \$30, Law \$22 to \$30, Medicine \$50 to \$60, Pharmacy, Chemistry, and Mines \$18 to \$30, Business \$22 to \$30, etc.). "This advance in fee charges was deemed absolutely necessary to meet the tremendous demands made upon the budget in attempting adequately to take care of an unprecedented increase in enrollment. The appropriations made by the Legislature for the biennium were sufficient for the status quo, but not for the extraordinary situation which developed with this year's attendance. . . . A noticeable feature of the new schedule is the additional charge in all colleges, except the Graduate School, of ten dollars a quarter for students who are not residents of Minnesota." The Regents had agreed that they would indicated to the legislature that the University would reduce the fees back to the current level if the legislature would provide special funds to do so.

The Administrative Committee also endorsed, and the Senate approved, a pledge expressing the "sentiment of members of the University towards the State of Minnesota" for State Day, December 4. "As members of this University. . . .

The Senate Committee on Intercollegiate Athletics "voted to disaffirm" an action by the (student) Athletic Board in Control to offer Dr. Henry Williams a salary of \$5,500. The Senate affirmed the committee's decision. (At this same time, a full professor in English made \$2,750; a full professor in Electrical Engineering made \$3,500; and a full professor in College of Ag made \$3,200.)

May 13, 1920

Report of the University Schedule Committee: Final examinations will be over a four-day period. "To avoid the innumerable requests by individual instructors to have the dates for their examinations changed in order to bring their examinations earlier in the examination period it was further recommended that" there be a rotation schedule so classes with the last exam time one term be first the next term, and exams shifted each term accordingly. The Schedule Committee also did not recommend a summer quarter for 1920-21.

At the same meeting, the Senate approved (1) an action by the Administrative Committee: "that freshmen be excused from class work after four o'clock on Wednesday, May 19, for the purpose of cleaning up the campus" and "that the University express itself as in favor of the plan of 'daylight savings' for the Twin Cities, if such a plan can be brought about."

The Senate also endorsed a memo prepared by the Administrative Committee for the Board of Regents to send to the Governor to request a special session of the legislature to provide funds for the University. The memo is worth quoting at length:

(a) The great increase in the cost of supplies needed for the work of the University, and the necessity of procuring additional instructors to care for the normal anticipated growth in the student body, who can be had only at salary rates materially higher than those now prevailing in the University, render it impossible to make a budget for the year 1920-21 with the resources available.

(b) The unprecedented increase in the cost of living has, in effect, reduced the compensation paid to members of the faculty, when measured in purchasing power, to about one half of the amount received in 1914, then admitted to be inadequate. This fact has caused much hardship and real distress among many members of the faculty, caused some to accept calls to other institutions paying higher salaries, induced others to renounce the profession of teaching, for which they were specially trained, to seek more lucrative employment in the various fields of business, and affected all with a feeling of unrest. The members of the faculty have stood, and yet stand, loyally to their work, but are unquestionably in great need of assurance that relief will be provided. If such relief is not soon found, there must inevitably result a serious impairment of faculty morale and a lowering of institutional efficiency.

(c) The members of the Administrative Committee, both severally and in joint conference, have given long and anxious consideration to the problem of maintaining the University on its present

basis and without expansion of its activities during the next fiscal year with resources now available, and are of the opinion that it can not be done. They have maturely considered every suggested measure of possible relief from the serious dangers of lowered morale, weakened organization, and decreased efficiency consequent upon the reduction of faculty pay below a fair living wage, and from inability to retain the services of strong men, and find none adequate or practicable, save an appeal to the legislature for additional funds.

Finally, there was a report on a general faculty meeting on February 16, 1920, which about 300 faculty members attended and at which President Burton presided. The agenda was a report from four faculty members appointed by the local chapter of the American Association of University Professors "to investigate charges which appeared in the December edition of the Foolscape concerning academic freedom." The group appointed an investigating committee of five to report back to the general faculty and also voted, by secret ballot, "to ascertain whether or not in the minds of the persons present there were restrictions on academic freedom. 227 ballots were cast; 33 voted "yes," that the article "had foundation in fact," 182 voted "no," and 12 were blank or the voter did not know. (No report from the group is recorded in any later Senate minutes.)

#### November 3, 1920

On recommendation of the Committee on Education, the Senate voted that the initiative to offer degrees with distinction lies with the colleges, but "the requirements for such a degree should not consist alone in the accomplishment of a designated amount of school work or the completion of certain courses, but should also include a definite standard of excellence in scholarship and, in schools or divisions where possible specific evidence of ability to accomplish independent or original work."

Under "Additional Business," "The President reported for the information of the Senate . . . that the funds reserved in various college budgets for positions that have remained unfilled for a year or more, shall be immediately transferred to University reserve."

#### December 16, 1920

The Administrative Committee, with endorsement of the Senate, approved creating a "central shop for the manufacture and repair of scientific apparatus . . . [and] that a glass blower should be engaged to meet the urgent need for the manufacture and repair of glass apparatus. It was felt that such a man would save his salary many times over if employed."

The Special Committee on Inauguration of the President (Coffman) recommended days and events associated with the inauguration, "that the exercise be simple and unostentatious," and "that one full day be devoted to educational conferences, the character and scope of which shall be determined by the President."

#### March 30, 1921 Special meeting

The Senate did not approve a motion to reinstate baseball as an intercollegiate sport despite receiving a petition from students with 1,036 signatures. In addition, "the president spoke briefly with reference to questions raised at the legislative committee hearings with respect to the large number of courses offered, the size of the teaching load, classes with small registration, and the number of conditions and failures."

#### April 21, 1921 Special meeting

"The President reported for the information of the Senate the action of the Legislature on bills concerning the University. No action required."

#### May 19, 1921

The Administrative Committee reported approving recommendations from the "special committee on Internal Economies," one of which was appointment of a committee "to prepare a docket of the statistical investigations to be carried out by the Registrar's office each year." The Administrative Committee also approved a plan from a Special Committee on Classification and Vacation Arrangement for Class A Appointees, which provide that administrators were to receive "at least one month's vacation" and "appointees on the Instructional, Research, and Extension Staffs" and others were to receive four weeks.

The Senate also approved a recommendation from a special committee that "any student in the Junior College of [SLA], and any student in a course of corresponding grade in the other colleges whose number of unexcused absences equal the number of credits in the course, in no case less than two, shall be dropped from the class with a record of failure in the course." The recommendation also called for the colleges to experimentally adopt a system of reporting absences and its effect on class attendance. (The faculty of SLA later recommended to the Senate that this rule be dropped; the Senate approved 12/17/31.)

The Committee on Education offered this recommendation: "That the Senate give formal recognition to the principle that members of the various faculties ought to be able for considerable periods of time to devote their best energies to teaching and research, with as little interruption as possible, and that to this end, each permanent member of the teaching staff, not holding a specifically administrative appointment (for example, as dean, or chairman of a department), be exempted, during one year of each three years in residence, from service on university, college, and department committees."

The Committee on Education also issued a long report on the wisdom of establishing a "Freshman Year," where all freshmen would be enrolled, as well as reported that there are "a number of problems of educational import requiring continuous and prolonged study" and that one or more faculty members should be assigned to research them. In addition, "It may be of interest to the Senate to know that a questionnaire in regard to the semester system" elicited 37 responses from department heads: 20 favored staying on quarters and 17 favored a change to semesters. The Senate requested the Committee to present later a report on staying on quarters versus changing to semesters.

October 26, 1921

The Committee on Education reported another survey on semesters, sent to 79 department heads. Of the 49 responses, 25 strongly favored quarters, 15 strongly favored semesters, and the remainder had conditional preferences. The Committee could find no evidence that significant economies would be achieved. "From the educational standpoint there is no semblance of agreement among departments as to the merits of either one system or the other. . . . The Committee believes the question should be decided upon other grounds than those of educational merit, for on this ground there is apparently little to choose and no reason for changing. . . . The question as to the semester-quarter plan is therefore, in the opinion of the Committee, extremely difficult and probably impossible of rational solution, from an educational standpoint." There would be more savings from staying on quarters.

The Senate Committee on University Functions commented on Baccalaureate Sunday: "The cooperation of the faculty . . . was so slight as to be almost negligible. Less than twenty members of the staff participated in the exercises. The committee makes no recommendation at this time, but merely states the facts. The committee feels that if faculty support of these exercises be withheld, the function will soon be merely a University memory."

Once again "the President spoke briefly on certain features of the budget and University policies relating to salaries, supply budgets, University reserve, and promotions."

February 16, 1922

The Committee on Education recommended and the Administrative Committee approved a requirement that "each college should evaluate work done by its students in the various courses in terms of the conventional credit hour which is hereby defined as equivalent to three actual hours of work, one recitation hour or one lecture hour being assumed to require two additional hours of preparation, and one laboratory period of three hours equivalent to a lecture or recitation period in the necessary preparation."

March 30, 1922

(After an upheaval not reflected in the minutes), the Senate substituted entirely new language for its Committee on Intercollegiate Athletics, removing most of its administrative authority and placing managerial responsibility in the hands of the newly-created position of Director of Physical Education and Athletics, appointed by the President.

October 26, 1922

As it did throughout these years at every meeting, the Senate approved texts used by faculty in classes (e.g., "The following texts by members of the faculty of the University were approved for use in University classes: History of the Constitution of Minnesota, Anderson & Lobb; City Charter Making in Minnesota, Anderson; Composition for College students, Thomas, Manchester & Scott). And also as it did at every meeting, it approved, on recommendation of

the Committee on the Relation of the University to Other Institutions of Learning, a list of high schools and local colleges from which the University would accept students:

1. *St. Cloud Teacher's College Junior College*. Voted that for the present individual cases may be considered for not more than one year of advanced standing provided they are certified as having completed the Junior College Work as distinct from the professional work as offered at St. Cloud Teacher's College.
2. *Luther Academy, Albert Lea*. Voted to admit graduates of 1922 who have otherwise met the University entrance requirements, with the understanding that further inspection would be made during 1922-23.
3. *Heffron High School, Rochester*. Voted to admit graduates of 1922 who have otherwise met the University entrance requirements, with the understanding that further inspection would be made during 1922-23.
4. *Bethany College, Mankato*. Voted to admit graduates of 1922, provided they have otherwise met the entrance requirements of the University, and with the understanding that further inspection is to be made during 1922-23.
5. *Stanley Hall*. On recommendation of the Inspector, voted to retain on the list of accredited schools.

The Senate Committee on University Functions "welcomes most heartily the student, faculty, and alumni movement to erect the Northrop memorial auditorium which will make possible the holding of convocations under conditions commensurate with the size, dignity, spirit, and purposes of the University of Minnesota. . . ."

#### February 15, 1923

The Senate ratified action of the Administrative Committee: "Students who enter the University as Juniors shall be exempt from Military Drill. Students entering with credit for one full year of work shall be required to take Drill for one year. Students entering with credit for less than one full year of work shall be required to take two full years of Drill." (At the next Senate meeting, the body also accepted a recommendation that three hours per week of Physical Education and Hygiene be required all freshmen and sophomores.)

#### October 25, 1923

As an example of reports that were made every year, at this meeting the Senate Committee on University Functions offered this report (this is an excerpt):

Your Committee on University Functions reports the holding of the following convocations during the year 1922-23:

September 28: President Lotus D. Coffman

October 5: All Freshman Convocation: Junior C. Buck, Chairman 1922 Homecoming Committee, "Homecoming;" Oliver S. Aas, Captain 1922 Football Team, "Stadium and Auditorium Campaign;" Roman A. Bohnen, Rooter King, "Minnesota Spirit"

October 12: The Reverend Clareme A. Barbour, President of the Rochester Theological Seminary. "The Lure of the Unattained"

October 26: David Hunter Miller, Counselor in International Law at New York City,  
"Southeastern Europe and the Near East Since the Conference of Paris"  
December 7: State Day Convocation: J. A. O. Preus, Governor of the State of Minnesota  
December 14: Fall Quarter Commencement Convocation: Hugh Cabot, Dean of the Medical  
School, University of Michigan, "A Century After Pasteur"  
(There were 10 more convocations on the list.)

Similarly, the Senate Committee on Debate and Oratory reported annually on all the debates in which students had participated with peer institutions.

#### December 13, 1923

The Committee on Resolutions, established at the previous meeting, provided memorials for six faculty members. The report was "adopted by a rising vote," the first time Senate members were informed about and rose for a moment of silence for deceased faculty members. The practice has continued ever since.

#### February 14, 1924

"Members of the Senate Committee on Education appeared before the Committee and the general plan for a change to the semester system was discussed. It was the sense of the Committee that no change could be made for next year, but that a detailed study of the situation should be made during the coming year."

#### May 15, 1924

Accepted a report from the Administrative Committee, which had endorsed a report from the Special Committee on Bulletin Costs. The recommendations took three pages of Senate minutes and included 13 recommendations, several with lengthy subsections. The recommendations dealt with faculty lists, course descriptions, distribution, size, covers, envelopes, style of type, and so on.

#### October 23, 1924

As it had for many years, and continued to do for many years, the Senate voted on the position the University of Minnesota should take on changes to rules of the Big Ten Conference, on recommendation of the Senate Committee on Intercollegiate Athletics. For example:  
"II. *Old Rule 4*. 'No person having been a member of any college during any year and having been in attendance less than one college half year shall be permitted to play in any intercollegiate contest thereafter until he shall have been in attendance six consecutive calendar months.'  
*Revision*. 'No student having been a member of any college athletic team during any semester or quarter and not having continued in residence through that period, shall be permitted to play in any intercollegiate contest thereafter until he shall have been in residence a semester or quarter.'  
Your committee recommends the adoption of the revised rule."

The Senate also voted to reinstate baseball permanently as an intercollegiate sport.

February 19, 1925

The Administrative Committee reported for information:

1. *Report of the Committee on University Exhibit.* A preliminary report from the committee was discussed, and it was *voted* as the sense of the Committee that some form of exhibit should be prepared suitable for use at the state and county fairs and at such other places as may be deemed advisable. It was understood that a joint meeting with the special committee on University exhibit would be held for a further discussion of the plan.

5. *Pension Plan.* The President announced that after a full consideration of the committee reports and correspondence in connection with the various pension plans which had been considered by the committee for the last few years, he was of the opinion that it was not feasible to attempt any plan of this kind at the present time.

This meeting also included the memorial resolution for President Marion Leroy Burton, who died of angina at age 50 (he was president 1917-1920, when he left to become president of the University of Michigan). Burton was the second former University president to die; President Folwell had died in 1922, but that was before the Senate minutes included memorials.

May 21, 1925

The Administrative Committee reported that it had voted "that the Board of Regents be asked to give favorable consideration to the establishing of a University Press as outlined in the report of the Committee." (The Board did so in July, 1926.)

Part of the Report of the Committee on Library: "One of the most pressing demands upon the Library is for additions to the list of periodical subscriptions. Nearly 150 applications for such additions are now on file. While the committee appreciates the necessity for more periodicals, it should be remembered that every addition to this list curtails the funds available for the purchase of books, which are also greatly needed. The cost of periodicals involves not only the subscription price, but also the expense for binding. The binding frequently costs more than the subscription price."

October 22, 1925

The Administrative Committee recommended, and the Senate approved:

"1. *Report of the Senate Committee on Students' Work.* *Voted* to approve the following recommendation of the Committee: 'It was the opinion of the committee that no uniform punishment for individual dishonesty could be worked out and, therefore, the infliction of the penalty in the individual case must be left in the hands of the duly constituted authorities in the separate colleges, that full report of the circumstances in each case, and the punishment inflicted, be sent to the Chairman of the Senate Committee on Students' Work for record, and comment on the severity of the punishment in the light of punishment for similar offenses in other colleges. While this comment would not be in the nature of a review of the case, yet it might serve to guide the committee in future similar offenses.'"



The Report of the Committee on University Functions included this item:

"The June commencement was unusual in that the exercises were held for the first time out of doors in the stadium. That this plan was heartily welcomed by the friends of the university is evidenced by the attendance of approximately one thousand alumni in the procession and a general attendance of approximately twelve thousand in the stands.

"The committee is agreed that the exercise was too long. Certain factors were responsible for this result, the most important being the innovation itself. Other items contributing to undue length of ceremony can be eliminated so that the entire functions be shortened in time by at least one hour."

The report also noted that there were 1202 degrees awarded in June, 1925, and 1765 for the entire 1924-25 academic year.

The report of the Senate Committee on Intercollegiate Athletics included these items:

"Many problems which necessitated careful attention grew out of the shifting of the center of intercollegiate competition from Northrop Field to the Memorial Stadium. The playing field in itself was one of these problems. A special committee on grounds spent a great deal of time in supervising the development, planting, and care of the new field so as to insure its use for the opening games. The turf was ready for the opening games and held up well during the year.

"The problem also of selecting a new football coach, partially a responsibility of your committee, caused considerable worry. Mr. Spaulding resigned to accept the position of Director of Athletics and Coach at the Southern Branch of the University of California at Los Angeles. The opportunity to secure Dr. C. W. Spears of Dartmouth, formerly coach at Dartmouth and later at West Virginia, was seized with a sense of relief and satisfaction."

#### February 18, 1926

The Administrative Committee reported: (1) It had recommended to the president a four-quarter plan. Faculty are to be engaged for any three of the four quarters; those who teach more than three quarters will be paid extra. (2) "It was *voted* to protest the low flying of aeroplanes over the campus and request the Regents to take the necessary legal steps to prevent further violations of the law in this matter."

On recommendation of the Special Committee on Freshman Week, the Senate voted to approve a more systematic freshman week that would be mandatory for all incoming freshmen.

#### October 28, 1926

"The President read the following resolution adopted at the last meeting of the Board of Regents:

"The Board of Regents clearly understood, when the various classifications of the faculty were introduced, that Class A members of the staff were to give their full time to the University and that they were not privileged to teach or work elsewhere for pay. Nevertheless, the Board recognizes that there may be occasions or situations when the gain to the individual and to the University would be so great if certain Class A persons were permitted to teach in some other institution during the summer that it would be a great misfortune to the individuals and a real

loss to the University not to allow them to do so. Therefore the Board has authorized the President of the University to adopt such policy in governing this matter."

The Senate Committee on Intercollegiate Athletics reported that, as it had recommended to the Board of Regents, land for a new fieldhouse had been purchased (the site of the existing Fieldhouse). It also reported that "one of the outstanding actions of the committee was the resolution recommending the purchase of the eighty acres comprising the first nine holes of the Minnepau Golf Course, the understanding being that one-half the purchase price be advanced from athletic funds, one-half from other funds, and that both funds be reimbursed from the sale of twenty acres of the forty-acre tract known as Gopher Grove. This field, which has since been purchased, will make an admirable recreation ground as well as golf course for both students and faculties at a minimum cost."

#### February 17, 1927

The Senate approved a recommendation from the Administrative Committee following a report from the Special Committee on Marking System [grades]:

"4. A careful statement explaining the marking system in use should appear on the grade books used by members of the faculties. On recommendation of the committee, steps have already been taken to print such statement on the inside cover of the grade books.

"5. Since the departments of instruction are the units charged with the chief responsibilities for standards of instruction and for relationship between students and members of the faculties, heads or chairman of departments should be urged to have continuous study of the marks given in their departments carried on by members of their respective faculties. Discrepancies in the standards or definitions of marks are bound to persist unless departments assume responsibility for keeping correct definitions before their own staff members."

The report also recommended that the Committee on Education "give consideration to a revision of the marking system with the following points in mind: . . . (b) The present confused idea of the normal distribution of marks in the minds of some members of the faculty."

The Administrative Committee also reported that "at the suggestion of Dean Lyon [Medical School], the possibility of withholding salary checks until final grades are filed with the Registrar, was discussed. No final action was taken but it was understood that the Medical School might initiate such a plan if it desires to do so."

The Senate also approved a recommendation from the Committee on Relations of the University to Other Institutions of Learning to set entrance requirements by subject (languages, history, mathematics, and so on) for students coming out of high school.

#### December 15, 1927

The Senate Committee on Intercollegiate Athletics reported that "every year enthusiastic followers of [rowing] urge its establishment at Minnesota, insisting that the lake or pool between the University and the high dam offers ideal conditions. There have been two considerations which have prompted the committee to 'make haste slowly' in establishing this sport (1) the reluctance to broaden the program of intercollegiate activity until the existing sports are

adequately taken care of (2) the health hazards presented by the body of water referred to. A special committee consisting of Dr. Diehl, Dr. Boyd, and Richard Harvey made a careful study of the river conditions and submitted the following findings:

I. That the Mississippi River adjoining the campus of the University of Minnesota is grossly polluted by human sewage discharged from sewers in the immediate vicinity.

II. That any body of water so grossly polluted would constitute a real source of infection for typhoid and paratyphoid fever as well as eye, ear, nose, and throat infections.

III. That there is possibility of contracting typhoid fever from such polluted water through contamination of the hands, without the necessity of the person being actually immersed in the water.

IV. That, although cases of typhoid fever among persons rowing might be extremely rare, a State University probably should not accept the responsibility of encouraging students to row on such water or provide facilities for the sport thereon.

...

After the meeting above mentioned, letters were written to three Public Health experts whose opinions should be most valuable on this subject. . . . The replies which may be found in the minutes of the committee were so convincing that it was voted unanimously that rowing on the Mississippi River adjacent to the University of Minnesota campus be not established."

The same committee also reported an action by the Big Ten: "(a) That no scholarships, loans, or remissions, of tuition shall be awarded on the basis of athletic skill, and no financial aid shall be given to students by individuals or organizations, alumni, or otherwise, with the purpose of subsidizing them as athletes or of promoting the athletic success of a particular university." Further, "That athletic directors and coaches shall not, by the initiation of correspondence, by the distribution of literature, or by personal interviews of their own seeking, endeavor to recruit athletes. It is legitimate for them, in speeches, or in response to inquiries, or in casual conversation, to point out what they believe to be the advantages of attending the institution which they represent, but further they shall not go. Moreover they shall actively exert their influence to discourage questionable recruiting by alumni and students."

At the same meeting, the Committee on Education included this recommendation, in response to the charge from the May 1927 meeting concerning the marking system: "(a) That each instructor in addition to reporting marks by letters, as at present, shall report the rank of each student in his classes, such classes being understood to include all sections taking the same course during the same quarter. . . . (b) That in classes of more than 100, the rank reported should be the percentile rank instead of the individual one."

#### December 20, 1928

The Committee on University Functions reported, in its work the previous academic year, it had recommended that beginning June, 1928, "all members of the University Senate be required to attend [commencement] exercises unless excused by the president."

#### October 17, 1929

The Senate docket contained the memorial for William Watts Folwell, first president of the University (1869-1883).

December 18, 1930

"The President announced the approval of the following recommendation of the special committee by the Board of Regents. . . . a. That the facilities of the Student Health Service be made available to full-time faculty members and employees upon the payment of the same annual fee as is paid by students. b. House calls and hospital care be not included in the service provided. . . ." Inclusion of dependents of faculty members and employees is to be accomplished as soon as feasible.

The Committee on Business and Rules recommended a change in the bylaw creating the Standing Committee on Library: "Requests for subscriptions to periodicals shall be referred to the University Librarian who shall take up the matter with the Senate Standing Committee on the Library. Subscriptions to periodicals shall not be discontinued except on recommendation of said committee, nor shall new subscriptions be placed without such recommendation."

February 7, 1931 (This is quite a remarkable entry in the minutes and is quoted in its entirety.)

The following resolutions were adopted by the Senate and presented to President Coffman at an informal meeting held at the President's home, Saturday evening, February 7, 1931. About 250 members of the Senate were present.

Whereas, The Board of Regents of the University of Minnesota at its meeting of December 18, 1930, on the recommendation of the President of the University, passed a resolution adopting a policy to be regarded as binding from year to year, extending the period of continuing service of the members of the University staff beyond the period defined by presently established retirement age limits, and fixing annual rates of compensation for such period; and

Whereas, By other actions in recent years, such as the provision of the group insurance plan and the adoption of the faculty housing plan and a students' dormitory the Board of Regents and the President of the University have enhanced the security of the faculty and improved the living conditions of both faculty and students;

Resolved, That the Senate of the University of Minnesota hereby express its appreciation of these actions of the Board of Regents and of the contribution of the President of the University to the adoption of said plans, and hereby give formal expression of its thanks therefor to said Board and President;

Further Resolved, That the Secretary of the Senate be directed to transmit to the Board of Regents and the President copies of this resolution.

February 19, 1931

The Administrative Committee recommended, and the Senate approved, extending the final examination period from four days to six, beginning on the Monday of the last week of the semester. "The opinion was also expressed by the Committee that departments should not be

permitted to date their final examinations ahead of the regular schedule time" unless granted an exception.

Item IV in the minutes:

#### **IV. COMMUNICATION FROM THE PRESIDENT**

The following letter, addressed to the Clerk of the Senate, was received with applause and ordered incorporated in the minutes:

In memory of the "surprise party" of the University Senate at my home on the evening of February 7, may I request that there be incorporated in the minutes of the Senate this expression of my appreciation for the beautiful watch presented to me upon that occasion and still more especially my appreciation of the spirit and the motives which animated the party.

Recognizing, as I do, that the achievement of a university is the result of many minds working in an atmosphere of common confidence and with mutual esteem and respect, and realizing that to no one can high praise be justly attributed, it nevertheless is comforting and it renews one's confidence and strength to know that his efforts meet in general with the approval and commendation of his associates.

Cordially yours,  
L. D. COFFMAN, *President*

May 21, 1931

The Administrative Committee recommended, and the Senate approved, that for all courses with special fees (labs, music, etc.) that have been approved by the Regents, there is to be a footnote in each bulletin that "An additional fee of \_\_\_\_\_ is charged for this course."

The Senate approved in principle, on a 34-27 vote, a recommendation from the Committee on Education that an examination in English Composition, at the end of the sophomore year, be substituted for the requirement of a course in English Composition in order to move to junior standing. But the recommendation was referred back to the committee "for further study."

December 17, 1931

The Committee on University Functions reported:

"This being legislative year, an invitation was issued to the Legislature to visit the campus. The invitation was accepted, and the members visited the University Farm and the main campus Friday afternoon, January 23, were entertained at dinner in the ballroom of the Minnesota Union, and after the dinner attended the operetta, "The Mikado," given in the Northrop Memorial Auditorium, with DeWolf Hopper taking the part of Koko. "Dr. George E. Vincent, [University president] 1911-17, was the honor guest and speaker at the meeting of the General Alumni Association Monday, June 8, in the Minnesota Union, and later that same evening gave the commencement address in the stadium. On this occasion he and the Honorable Frank B. Kellogg were awarded the honorary degree of Doctor of Laws, *honoris causa*. These men and Dr.

William Watts Folwell constitute the three persons on whom the University of Minnesota has conferred honorary degrees."

The report of the Special Committee on Safeguarding Examination Questions offered comments and recommendations. "The multigraphing of examination papers, if this is to be accomplished without the divulging of their contents requires under all circumstances the close cooperation between individual members of the faculty or departments who use the mimeographing service and the staff at the mimeographing office." So only faculty and the office staff have access to mimeographing rooms (the Senate approved with the caveat that there should also be a safe or vault to hold examinations), specially marked bundles be used to transmit exams and related materials back to departments/faculty, each department is to indicate the location and hours when it can receive mimeographed copies of exams, stencils or mimeos are to be delivered to the office in person, not by mail, etc. The committee "believes that with the cooperation of the faculty along the lines that it has indicated, some of the more obvious sources of 'leakage' will be stopped."

February 18, 1932

The Administrative Committee reported that it had voted "to recommend to the several faculties represented that for the *December* commencement candidates for degrees with honors be certified, so far as grades are concerned, on the basis of the candidate's record up to the opening of the final quarter of work. It was further understood that the faculties would give consideration to a permanent plan of procedure which would permit the announcement of candidates for degrees with honors in the commencement program."

The work of a Special Committee on Summer Office Hours recommended and the Administrative Committee approved rules on summer hours. "(a) It seems to be highly advisable that the office hours of employees throughout the entire institution should be made uniform. Every office in the university is likely at one time or another to have to transact business with every other office. It is highly inconvenient, and detrimental to the efficient transaction of university business for one office, which is open, to find it impossible to do business with another office, which is closed, during certain periods or hours of the working day. Moreover, it is conceived that the general public has a right to be served at any time during the hours that are generally known as the office hours of the working day. We therefore recommend uniformity of office hours for employees throughout the entire institution." They also concluded that "(b) Classes during the Summer Session meet a half hour early-namely, at 8:00 a.m. During the late afternoon hours of the summer season, the heat is likely to be intense and working conditions so uncomfortable as to impair efficiency."

October 20, 1932

The Senate accepted rules proposed by the Administrative Committee on distribution of the *Minnesota Daily*. One for each faculty member, one for each administrator of faculty rank, one for each two staff below the level of instructor, one for clerical and service staff for whom they would not otherwise be reasonably available. It also accepted a set of detailed recommendations on what would be included in college bulletins.

The Senate Committee on Intercollegiate Athletics reported that "the committee at the opening of the year voted, in view of the economic crisis and emergency, to recommend to the Board of Regents the appropriation of \$20,000 from athletic funds to the funds available for loans to students.

The Committee on University Functions reported that "when the Cyrus Northrop Memorial Auditorium was erected panels were provided in the memorial hallway on which to engrave the names of those individuals who had rendered distinguished service to the commonwealth through its university. The problem of selecting these persons was referred to a special university committee composed of faculty and alumni. Their task was not an easy one. The individuals finally chosen or to be chosen fell into three groups:" Founders of the University, Builders of the Name, and Benefactors. The president had appointed a committee to identify the names that should be inscribed; it had identified eight Founders; the others were to be named later.

The same committee also reported: " Another item that was significant was the conferring of the first honorary degree upon an alumna of the University. Gratia Countryman, '89, was the recipient of the degree of Master of Arts, *honoris causa*, at the June commencement."

#### December 15, 1932

The minutes record an interesting disquisition in the report of the Committee on Higher Tuition Fees for Students Who Failed in Individual Courses (a partial excerpt), with themes that echo now:

*Second*, with reference to the equalizing within the colleges the amount of free educational services, the Committee offers the following statement:

The object of the fees suggested below is to equalize within each college or equivalent group the amount of educational service which the University, and thus the State, offers to each student admitted to the University. Students who fail many courses, who vacillate between colleges, who take a longer period of residence for graduation, or who for any other reason are consuming more than the normal amount of educational service of their college or group receive under present conditions more State aid than competent and regular students. It thus happens that the State of Minnesota, through the University, is frequently paying out in educational service more money to students of inferior ability or of lazy habits than it is to students who are of superior ability or who are industriously attempting to utilize to the best advantage the opportunities offered to them. The University is justified in defining, at least in general terms, the maximum educational service to which each student may be entitled. This would be a fair, democratic principle to be applied to every student. Beyond that maximum the University would be justified in requiring the student to pay for at least a larger share of his educational services. Such a requirement, if adopted, should not be confused with a penalty for failure in an individual subject matter course which may be given as a disciplinary, administrative, or an educational measure. Students who have been failed in a subject matter course should not be fined for the failure, but, on the other hand, a student who has failed in a subject matter course should be considered as having used up a certain allotment of his educational service and has no right to assume that the University or the State will furnish him free of charge, or comparatively so, additional service to make up such failures. Since a disproportionate number of failures may indicate that the student

is using his allotted educational service ineffectively and with little prospect of completing successfully his college career, the educational service offered at the regular rates should be considered as allocated, in some general manner to be determined, to the separate and different years of his (normal) four year course. That is to say, the University would not be justified in allotting to the student 180 credit class hours of educational service in order to complete the freshman and sophomore requirements in his college if that college requires 180 credit hours for graduation. Only a certain determined proportion of those 180 credit hour units of educational service should be allotted to the freshman and sophomore years. . . . Other causes may perhaps constitute justifiable excesses of failures. Therefore, a certain margin of educational service over and beyond the exact number of credit hours required for graduation in any college would be reasonable and just. Beyond the maximum allotment of educational service offered by the University to each student, both as to total amount and as to distribution over the years of the college course, additional service should be paid for by the student in at least a larger proportion than is the regular service offered by the University. When a student has used up his maximum allotment at any time during his course he should be required in the succeeding quarter to pay for any additional service which he is proposing to request."

In light of this report, the Administrative Committee recommended to the Senate a set of rules on imposing additional tuition fees. The Senate referred the matter back to the committee for additional information.

The Senate Committee on University Printing recommended a change to the bylaw creating it; the new version included this language: "It shall be its duty to standardize the printing of all catalogs, bulletins, and other official publications, also the stationery, of the University and of the various colleges, schools, and departments of the University; . . . to maintain a printing code for the University, subject to the approval of the Senate. . . ." The change was recommended by the Senate to the Board of Regents.

#### December 19, 1935

The Senate Committee on Intercollegiate Athletics and the Committee on Radio Broadcasting recommended to the Administrative Committee "to disapprove entering into any exclusive contract for the broadcasting of football games."

The Committee on University Functions reported:

*"Faculty Dinner.* The custom of having one general faculty dinner each year was started a number of years ago, but the practice has been more or less intermittent in recent years. In 1933-34 the practice was revived and met with such favorable response that its perpetuation seems definitely assured. The dinner was held Wednesday, January 31, in the Ball Room of the Minnesota Union. Five hundred forty attended. Professor Willey discussed "Federal Aid for College Students," Professor Rottschaefer explained the operation of the State Income Tax Law, and President Coffman discussed matters pertinent to the welfare of the University.

*"Legislative Visit.-*On March 12, 1935, the State Legislature visited the University during the afternoon and evening. Busses carried the visitors first to the University Farm, then to the Main campus. A dinner was held at six o'clock in the Union, followed by a talk by President Coffman and a program of moving pictures illustrating university instruction in certain fields."



December 17, 1936

The Senate Committee on Education reported that it had reviewed the subject of "The Use of English by Students." "This subject . . . has been recently more intensively studied [by] Dr. A. C. Eurich. . . . The data from Dr. Eurich's studies indicated that a single quarter of instruction effected little perceptible improvement, and that a year of instruction yielded slight improvement. The conclusion was drawn that effective use of English may be acquired only by longer training, preferably directed toward specific purposes. Dr. Eurich states: 'The difficulty does not lie in the teaching itself; it rests upon the inadequacy of the administrative arrangement which is based upon the assumption that the life-long habits of expression can be modified in a relatively short time.'"

After reviewing efforts in several colleges related to English composition, the Committee offered a number of opinions (its word):

1. In all University instruction emphasis on method and mode of expression should be continuous.
2. In written and oral expression the organization of material, vocabulary and validity of conclusions reflects the command of subject matter possessed by the student.
3. Deficiency in expression is due to a considerable extent to vague, carelessly organized, non-consecutive thinking.
4. In order to secure adequate thinking and expression by the student, he must be offered sufficient opportunity for participation in class work to develop power, with concurrent criticism by the instructor.
5. Vital and effective teaching of composition should recognize that the subjects of major interest to the student afford superior training. A difficult transition exists between the relatively abstract subject matter of the conventional English Composition class and the concrete problems presented in a professional or specific curriculum.
6. Improvement in use of English will appear when the student is convinced that the training of his mind in effective thinking and expression is as important to his future success as the acquisition of knowledge of specific facts and principles. He will then supply the necessary motive power.

The conclusion of the Committee is that this long-discussed problem is of major importance in educational policy and that definite steps should be taken to meet it. It is not a simple problem, but contains many variable factors; it should be the subject of continuous study and of administrative concern.

It is recommended that:

1. In all schools and colleges, students be required throughout their course or at least during their Junior and Senior years to give evidence of their competence in the use of English. Written papers rather than formal examinations are suggested for the purpose.
2. An independent administrative unit, known as the "English Clinic" be established with a service available to all colleges and schools. This unit would be similar in status and character to the present University Testing Bureau, an independent activity available upon request, for co-operative work with the present colleges and schools.

3. The departments of the Colleges and Schools be invited to propose to the "English Clinic" means and methods for continuous instruction in English and by which evidence of competency in the use of English may be secured.

The Senate approved the recommendations, as did the Administrative Committee.

May 19, 1938

The Committee on Business and Rules reported that it had adopted a resolution: "Resolved, That, in order to provide a suitable method for carrying into effect the spirit and purposes of Paragraph 6 of a Resolution adopted by the Board of Regents of the University of Minnesota at its meeting of January 28, 1938, which affirmed the principle that "If the conduct of a teacher in his classroom or elsewhere should' give rise to doubts concerning his fitness for his position, the question should in all cases be submitted first to a committee of the faculty," the By-Laws of the Senate of the University of Minnesota be amended by adding thereto a new paragraph to read as follows:

"29. There shall be a standing committee to be known as the Judicial Committee consisting of five members. It shall have jurisdiction to hear and report to the president upon all cases in which a member of the teaching staff of the University (which shall include deans) claims that he has been, or is to be, dismissed or refused reappointment for reasons other than inefficiency in the performance of his duties, or for reasons other than those connected with carrying out the University's normal policies in the employment of members of the teaching staff. . . ."

The Senate "voted to defer action until the report of the Special Committee of the Board of Regents, appointed to consider the question of academic tenure, is available."

[Minutes of the Board of Regents 1/28/38: "Voted to authorize the President of the Board to appoint a committee of the Board and the staff to consider tenure and other matters relating to the administrative and academic staffs of the University."<sup>4</sup>]

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<sup>4</sup> In response to a request from the Governor, the Board of Regents reconsidered and rescinded action it took in dismissing Professor William Schaper in 1917 because of his views about World War I (he was pro-German). As part of the action, the Board adopted the following statement:

The University of Minnesota was founded in the faith that men are ennobled by understanding; it is dedicated to the advancement of learning and the search for truth; it is devoted to the instruction of youth and the welfare of the state. These purposes, carved in stone upon the facade of its most stately building, embody the tradition of scholarship upon which rests the development of higher education and the continuous progress of democratic society. It is this tradition that sustains the human mind and spirit when beset by human passions and prejudices. It is to this tradition that the Board of Regents of the University of Minnesota reaffirms its adherence. In so doing, it reiterates its acceptance of the corollary principles of academic freedom. The Board of Regents of the University of Minnesota bears witness to its faith by entering upon its records the following statements concerning academic freedom:

1. The University of Minnesota should not impose any limitation upon the teacher's freedom in the exposition of his own subject in the classroom or in addresses and publications.
2. No teacher may claim as his right the privilege of discussing in his classroom controversial topics that are not pertinent to the course of study that is being pursued.
- 3: The University of Minnesota should not place any restraint upon the teacher's freedom in the choice of

October 20, 1938

The Senate Committee on Intercollegiate Athletics reported that "the perennial problem of seat locations in the Stadium struck the committee with greater impact than ever before. The Memorial Stadium was completed in 1924 and all games in the fall of 1924 were played in the new structure. For ten years following there appeared to be no serious ticket problem. However, the marked success of Minnesota's football teams in 1934, 1935, and 1936 created such a popular interest in the game that the demand for seats began to tax the capacity of the Stadium. The Stadium was oversold for the Michigan game in 1934, for the Northwestern game in 1935 and for the Iowa and Nebraska games in 1936." The Senate approved a new set of more complicated rules on ticket sales.

The Senate was also provided with a memorial statement for President Lotus Delta Coffman, who had died in office in September at age 63.

February 16, 1939

"5. *The Committee on Fees.* President Ford called attention to the growing practice of establishing course fees, and it was *voted* to authorize the appointment of a standing committee on fees to act in an advisory capacity to the President's Office."

May 18, 1939

The Senate received a report from E. G. Williamson, the Dean of Students, on a study of the "25 highest freshmen" in SLA based on high school grades and tests of scholastic aptitude. The study looked at personal problems in college, academic achievement, reactions to the college experience, and the "extent to which these students have been given personal encouragement by their instructors with respect to their intellectual development."

"With few exceptions, these students received very little personal attention and encouragement from instructors with respect to their intellectual development. Appreciative of the excellent classroom teaching they had experienced, they regretted that they had little opportunity for the informal teacher-student relationships said to be characteristic of early American colleges and

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subjects for research and investigation undertaken on his own initiative.

4. The University of Minnesota should recognize that the teacher in speaking or writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to the same freedom and is subject to the same responsibilities as attach to all other citizens but in added measure.

5. It is clearly understood that the University of Minnesota assumes no responsibility for views expressed by members of its staff; and the faculty members themselves should, when necessary, make it clear that they are expressing only their personal opinions.

6. If the conduct of a teacher in his classroom or elsewhere should give rise to doubts concerning his fitness for his position, the question should in all cases be submitted first to a committee of the faculty, and in no case should any member of the teaching staff be dismissed before the normal termination of his period of appointment without full and open hearing before the Board of Regents, should he desire it, and only upon sufficient notice.

now being developed elsewhere as tutorial instruction supplementary to classroom instruction. Approximately half of these students failed to achieve up to their level of potentiality. In many cases the data indicated that financial problems, emotional frustrations, and social maladjustment interfered seriously with scholastic achievement. For the most part, no special attempt was made by instructors to see that these students received help in clearing up these difficulties which interfered with scholastic achievement. . . . For the most part, these students exhibited the same types of adjustment problems as do other students of less ability. The significant point is that only a few received special attention designed to conserve their superior potentialities. With one or two exceptions, even those students who receive high grades gave evidence of being no more than "lesson-getters" and as not having acquired a genuine and lasting interest in true scholarship and intellectual development.

"In general, these students exhibited problems similar to those of students of less ability. The amount of special attention directed to conserving the superior abilities of these students was much less than the attention paid to students of lesser ability. Most students indicated that they had not expected in a large university any special encouragement because of large classes and the fact that the instructors had too little time for such contacts. Further investigation should be made to determine whether the University is making a reasonable effort to make more certain that students with superior ability achieve on a commensurate level."

October 19, 1939

The Senate accepted a report from the Administrative Committee: "*3. University Publicity*. It was agreed as the general sense of the Committee that a series of letters to the general faculty covering Regents' actions and other matters of general interest would be highly desirable, such a letter to be issued under the direction of the President's Office."

April 29, 1940 Special meeting

"President Ford presented to the Senate an invitation from the Board of Regents for the appointment of a representative committee of the faculty to advise and counsel with the Regents in the selection of a President of the University. . . . On Dr. Anderson's motion it was unanimously *voted* that the University Senate accept the opportunity and responsibilities suggested in the Regents' request and that it appoint a representative committee of the faculty to advise and counsel with the committee of the Board of Regents in the selection of a President."<sup>5</sup>

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<sup>5</sup> 4/19/40: "The Board of Regents at its meeting on January 12, 1940 took the following action. Voted after informal ballot to elect unanimously a special committee . . . to investigate and report a plan of procedure for the election of a president, and to recommend for Board consideration candidate or candidates for a successor to President Ford, in accordance with the plan of procedure adopted by the Board. The Special Committee met in the Regents' Room at eleven o'clock on January 19, 1940. . . . President Ford met with the Committee by request. The Committee unanimously voted to recommend the following to the Board of Regents:

1. That the University Senate be requested to choose a representative committee of the faculty, with which the Regents' Committee may advise and counsel in the selection of a president.
2. That the General Alumni Association be requested to choose a committee through which the Regents' committee may keep in touch with the alumni.

October 17, 1940

(This is an example of entries that appear repeatedly in the minutes concerning admission standards, transfer credits, residency requirements, extension classes, etc. In this case, the Administrative Committee acted, the Senate assented.)

*3. Admission of Teachers College Graduates to the Graduate School.* In view of the postponement of the Senate meeting for February, it was *voted* to approve for the Senate the following joint recommendation from the Senate Committee on the Relations of the University to Other Institutions of Learning and the Executive Committee of the Graduate School:

"Students graduating from institutions, such as teachers colleges, granting the Bachelor's degree for a narrow concentration on technical and professional courses unsupported by a reasonable amount of work in subject-matter fields represented in a standard or traditional college of arts and sciences, may be matriculated if an examination of their transcript indicates that their undergraduate work fits into one of the following patterns:

A. Seventy-five per cent of the number of credits required for the Bachelor's degree is in strictly academic fields.

B. At least sixty per cent of the number of credits required for the Bachelor's degree is in strictly academic fields so distributed that there are at least forty quarter credits in each of two of the following groups of subjects: (a) English, speech, all foreign languages, (b) music and art, (c) social sciences including geography, (d) biological sciences including psychology, (e) mathematics and physical sciences.

Another item from the Administrative Committee that the Senate accepted:

*4. Report of the Special Committee on Tutoring.* It was *voted* to approve the following recommendations:

(1) That the policy stated in the following memorandum from President Vincent dated July 25, 1916, be adopted formally as the policy of the University with regard to tutoring by staff members for pay:

"This is a memorandum of our agreement with respect to the ruling about tutoring by members of the faculty. It is expected that members of the faculty will not give private instruction to students when these students are enrolled in the classes of the instructors concerned, nor will members of the faculty give such instruction to students who have failed in courses conducted by such faculty members.

"It is further wholly contrary to the University policy for instructors who have given private lessons to conduct official University examinations for credit for their own pupils."

Item XII of the docket: "Resolved that it is the sense of this Committee [on Intercollegiate Athletics] that the existing Conference Regulation against post-season games in every sport should not be amended in any manner, and particularly that it should not be amended in the manner being currently proposed so as to permit Conference football teams to participate in the

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3. That the Board of Regents urge each member not to make individual commitments and to clear matters relating to the selection of a president through the Board's regularly constituted committee elected for this purpose."

Rose Bowl game; and that this Committee is of the opinion that any change therein is undesirable for the following reasons: 1. It would be detrimental to the educational interests of the players. 2. It would not contribute in any effective manner to eliminating recognized evils now associated with intercollegiate athletics in many parts of the country. 3. It would tend to promote the increase of some of those evils in our own Conference. 4. It would in effect lend the prestige of our Conference to the promotion of a purely private non-educational venture." The Senate approved resolution.

May 15, 1941

The Senate accepted a report from the Administrative Committee concerning a "National Committee on Education and Defense": The Big Ten presidents, faculty representatives, and athletic directors had met in response to the national committee report; President Ford appointed a special committee that prepared a report "outlining possible University services in the field of health, physical education, and recreation (a) to students who are to be called into military service, (b) the general student body, (c) University and non-University men eligible for military service, and (d) a general co-operative state program." (This is only one of repeated entries in the minutes over the next several years dealing with course accommodations, such as incompletes and credits to be awarded, for students entering the military.)

The Committee on University Functions made a series of recommendations about commencement exercises (also a topic of repeated entries in the minutes), general, to save time, and changes in program. For example,

*A. General recommendations:*

...

3. That the Functions Committee be requested to send to all prospective graduates a letter giving instructions as to the etiquette of such a formal occasion as Commencement. It would call to the attention of the students the following improprieties: wearing of corsages, smoking, chewing of gum, calling or waving to friends, talking or laughing boisterously while in the procession, carrying cameras on to the platform, etc. Corsages must not be worn and the Functions Committee is instructed to take necessary steps to enforce this.

*B. Proposals to save time:*

1. That the procession should start at 7:30 p.m. *with military precision*, so that the exercises may begin, without hurrying, promptly at 8:00 p.m.

...

4. That the tempo of the marches played by the band should be carefully regulated so that time may be saved without loss of dignity.

The Administrative Committee reported:

*13. Policy Concerning Half-masting University Flags.* The President announced that he was approving the following policy concerning half-masting of University flags:

"Recently deaths of faculty members and former staff members have resulted in our flags being at half mast for considerable portions of time. The President suggests the following practice:

"1. The flags will be placed at half mast on the day of the funeral of retired or emeriti members of the faculty of a rank corresponding to those for whom we normally half-mast

the flag when death occurs during active years of service.

"2. In the case of deaths involving staff members in active service, the flag will be flown at half mast only if they are members of the University Senate or administrative officers of corresponding tenure. For such persons the flag will be placed at half mast from the day of death until immediately after the funeral service."

The Senate was provided with a memorial statement for George Vincent, President of the University 1911-17.

The Business and Rules Committee recommended, and the Senate approved, a recommendation that "it is the sense of the Senate that it is desirable to implement the policy of the Board of Regents as expressed in a resolution adopted by it at its meeting of January 28, 1938, by creating a standing committee" and that the president "be authorized to appoint a special committee of not less than five which shall draft an amendment to the Senate's by-laws to provide for the creation of such new standing committee [Senate Judicial Committee], to define its powers and duties, and to provide for it a proper procedure" and to do so for the October, 1941, meeting. In the meantime, the president was to appoint a temporary committee to hear complaints against faculty members while the Judicial Committee was being established.

#### October 16, 1941

President Ford appointed the special committee to write bylaws for the Judicial Committee; it recommended the appropriate bylaw revision. The language read in part that the new committee "shall have jurisdiction to hear and to report upon all cases in which a member of the academic staff of the University claims that he has been, or is about to be, dismissed or refused reappointment for reasons other than inefficiency in the performance of his duties, or for reasons not connected with the carrying out of the University's normal policies in the employment of members of the academic staff." The bylaw included procedural rules that were to be followed.

The special committee offered an additional observation: "2. The words 'the University's normal policies in the employment of members of the academic staff' are used. A definite statement of principles and practices of tenure would be of great value for the Judicial Committee. So far as we can learn, however, no such statement exists. We are not asked to formulate one. It has seemed necessary to assume the existence of "normal policies" in the definition of the functions of the Judicial Committee. We suggest that appropriate steps be taken to make good the assumption." It also observed that findings and recommendations of the Judicial Committee would not be reported to the Senate, that the committee would have no power of decision, and that it would present its findings to the competent decision-making authority.

#### May 22, 1942

The meeting was cancelled but the Administrative Committee reported for the Senate minutes. Among other items were these: "5. *University Committee on Morale*. Professor William Anderson appeared before the Administrative Committee to solicit suggestions and invite comments on several ideas for the guidance of his Committee on Morale. Among several proposals the Committee on Morale was to consider the desirability of an institute for the

training of civilian morale workers, an all-University course on the place of the United States in the war, and several kinds of extension activities. During the discussion there was brought out the need of a central bureau of information for students on the possibilities in the different armed services. 6. *Course on War Background*. Dean Willey presented a topical outline of 17 lectures for a special winter quarter course on war background. . . ."

The Administrative Committee also reported on a "National Conference of College and University Administrators on Higher Education and the War," including a recommendation that "all institutions of higher education give immediate consideration to ways and means for accelerating the progress of students through such extension of the annual period of instruction and such adjustments of curricula as may be consistent with national needs, with educational standards, and may be possible with available resources. . . . President Coffey suggested that each college give attention to an accelerated program. A committee will be appointed to consider the implications of acceleration from a University-wide basis. If a satisfactory plan can be devised for the University of Minnesota it will be forwarded to the United States Office of Education for further consideration."

A set of recommendations from the Committee on Education, approved by the Administrative Committee, included these: "6. Although the Committee believe that students will be best served, in most instances, by the regular course offerings, it recognizes the value of adjusting the emphases in these courses to meet well-defined emergency needs. For example, the American Council bulletin referred to above indicates the importance of a general course in Chemistry "to include principles of explosives." A more fundamental example is the plan of the Medical School to hold extra evening sessions, without credit, on certain topics in medicine of specialized importance in the war emergency. 7. The Committee takes it for granted that the colleges of the University will be ready to give specialized courses for students such as those outlined by the Navy for the V-I, V -5, V -7 programs, or specialized courses for men or officers of the armed forces who may be sent here for that purpose."

December 17, 1942

The minutes began with "EXCERPT FROM STATEMENT MADE BY PRESIDENT COFFEY." "The University is becoming a war enterprise. This does not mean that its normal functions are to disappear entirely, but it is inevitable as the war goes on that those functions should be given a new focus. The facilities of a university, both faculty and physical, inevitably must be adapted to the war program. That process of adaptation has been going on here. I should like to trace briefly some of the steps that have been taken and to suggest, if only for preliminary consideration, some of the problems that we are facing." The excerpt took four pages of the Senate minutes, and at one point President Coffey commented that there are problems related to faculty: "The utilization of the time of staff members in departments where it appears that enrollments will decline to very low numbers; I think we are forced to give careful consideration to the possibility of 'converting' some of the staff members so that they perform functions other than those they are now performing." He reported that Big Ten presidents discussed what was occurring at their institutions; "at several of the institutions staff members voluntarily have organized refresher courses designed to re-train themselves or to give themselves skills that will permit their giving instruction in other fields than those in which they



are now teaching. . . . I am asking the Deans to give this matter their very careful consideration. I can repeat what I have said many times, that my one desire is to protect and to preserve our faculty. If we are to succeed in doing it, I think some such steps as the one I am suggesting are going to be necessary."

Later in the same meeting, the Administrative Committee reported that "President Coffey requested that staff members report to him the names of students who have lost their lives in service so that he may write to their parents and recommended that departments also write to the parents as such letters are deeply appreciated and notes from departments would be more personal because of closer contact with students."

May 20, 1943

There were many agenda items related to the war. In addition, the Administrative Committee reported: "5. *Scheduling of classes*. Dean Willey reported that a recent survey of use of rooms shows a preponderance of classes during the morning hours and on Monday, Wednesday, and Friday. It was mentioned as imperative that schedules be revised to provide a more even distribution of classes so that class rooms may be released for use of special programs as they develop. The secretary was requested to meet with the officers of the various colleges responsible for scheduling of classes to accomplish this end. . . . 15. *The use of the name of the University of Minnesota on publications*. On the recommendation of the Senate Committee on Printing it was *voted* that: The name of the University of Minnesota shall not be used on any publication by members of its staff in a manner which might suggest University endorsement unless such publication has been authorized by the president of the University or his designated representative."

The Committee on Students' Work voted to recommend to the Senate a revised "Uniform Grade and Honor Point System" that established four permanent grades to earn credit for a course, a permanent grade of F, the E (condition) was abolished, and there would be an I (incomplete, "a temporary grade indicating that a student has a satisfactory record in work completed and for justifiable reasons satisfactory to the instructor in charge was unable to complete the work of the courses") which had to be completed within 30 days of the next term for which a student was enrolled. The grade of D received no grade points; an A = 3, a B = 2, and a C = 1. Two motions by Dean Samuel Lind (Institute of Technology), to refer the recommendation back to the committee and to omit the deletion of the grade of E were both defeated, at which point Dean Lind questioned the constitutionality of the action.

The president read from a report prepared by a faculty member; there were 482 staff members on leave of absence serving in the armed forces. Of those, 232 were faculty members and 154 were fellows.

October 21, 1943

The Committee on Education reported that "1. A sharp increase in enrollment may be expected immediately after the war, probably to a point well above the previous high of 1939-40. This previous high point was approximately 17,500 collegiate students in the nine month's school

year." The committee predicted an enrollment of about 20,000 students the second year after the war ended and 24,500 students by 1950-51.<sup>6</sup> "If some of the present proposals for federal subsidization of students after the war are carried out, it seems likely that the enrollment predicted for 1950-51 may actually be reached in the first or second postwar year." The report also commented that "8. If the relatively high registration in the liberal arts college is maintained, the situation would seem to call for careful reappraisal of the functions of the college. Perhaps special attention should be focused on (a) general education for citizenship, (b) training in the social sciences, (c) the avocational and cultural values of the humanities."

The report also projected problems with faculty resources. "11. The increase in faculty members required to meet the increased enrollment is so large as to suggest immediate planning of recruitment methods and tenure policy, with clear outlining of responsibilities and authorities. 12. Careful and detailed consideration of the adequacy of the 1939-40 student-faculty ratio for the postwar educational program should be undertaken promptly. . . . 13. Special consideration should be given to insuring the return of the high quality faculty members now on leave. Probably in many instances this will require substantial adjustment of individual salaries. 14. The need for a general policy of recruitment is suggested by the increasing age of faculty members. 15. Consideration of the entire salary schedule is suggested by the facts that: (a) the faculty has matured both in age and length of service, while (b) average salaries in the professorial ranks declined somewhat between 1929-30 and 1941-42, and (c) a very wide spread of salaries persists for each academic rank. . . . The Committee recommends especially, therefore, that appropriate steps be taken at once to study and recommend action concerning tenure at each academic level."

The Senate then voted "that if a tenure committee of the Senate exists it be revived, or if not, that a tenure committee of the Senate be appointed by the President to make recommendations to the Senate with respect to tenure."

The Committee on Intercollegiate Athletics reported that "following the close of the last football season the main subject which held the committee's attention was the future of athletics for the duration of the war. On December 14 this subject was discussed at length, and the consensus of opinion was that every effort should be made to continue athletics so far as manpower will permit. It was agreed that there should be no hysteria about discontinuing sports and that the status quo should be maintained as long as the situation with regard to students, programs, and staff members warrants the procedure."

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<sup>6</sup> The actual postwar numbers, Twin Cities campus, from the Office of Institutional Research:

1945-46	11,396
1946-47	26,285
1947-48	25,856
1948-49	25,343
1949-50	23,168
1950-51	20,437

It is not certain if these numbers were derived in the same manner as the figure 17,500 used in the Senate minutes.

The "THE FACULTY COMMITTEE TO ADVISE AND COUNSEL WITH THE REGENTS IN THE SELECTION OF A PRESIDENT" reported that it was appointed in 1940 to "advise and counsel with the Regents" in the choice of a successor to President Ford" but suggested it should resign "upon the election by the Senate of a Faculty Committee which would act 'to advise and counsel with the Regents' in the choice of a President who will take office at the conclusion of President Coffey's service as president." Professor Richard Elliott, the chair, recommended the president be requested to establish a nominating committee of seven faculty to nominate a committee of seven faculty to work with the regents. The Senate voted in favor of the motion.

December 16, 1943

Item III of the docket included the appointment, by the president, of two special committees, one on tenure and one a special nominating committee to nominate a new Faculty Committee to advise the regents on the selection of a new president.

The Administrative Committee reported that it had asked the Senate Committee on Student Affairs to reconsider a policy adopted earlier in the year: "We believe that, in the best interests of the University as a public institution, dancing should not be permitted on Sunday in University buildings, dormitories, fraternities and sororities, and other University regulated residences. We further believe that University student organizations or groups should not conduct Sunday parties which involve dancing." Established March 3, 1943 by Senate Committee on Student Affairs. Approved by President Coffey, March 10, 1943." University policy did permit University Theater performances on Sunday but not "vaudeville variety" shows.

The Administrative Committee reported a policy adopted by the Committee on Student Affairs in March, 1943. "POLICY ON SOCIAL PRIVILEGES OF UNDERGRADUATE WOMEN STUDENTS In order that all undergraduate women students may enjoy the privileges and opportunities of the University in ways which are acceptable to the community and consistent with the University's responsibilities for the welfare of its students, the following social privileges are hereby established with respect to dormitories, sororities and approved private rooming houses." "Informal individual social engagements" in "rooms set aside for receiving guests" could go until 11:00 week nights and until midnight on Friday and Saturday; "social engagements of all types taking place away from the residence may continue until twelve p.m., Sunday through Thursday inclusive, and until two a.m. on Friday and Saturday nights. . . . This policy places primary responsibility upon women students themselves for the conduct of their affairs. In a residence having student self-government, the student leader in co-operation with the responsible adult shall endeavor to secure the co-operation of women students."

The Administrative Committee also reported that "President Coffey and [Academic Affairs Vice President] Mr. Willey reviewed recent correspondence with the Army and Navy with respect to the admission and employment of Japanese-Americans. It was *voted* to approve admission or employment of American citizens of Japanese ancestry who are approved by the Provost Marshall."

The Special Nominating Committee nominated members of the Faculty Committee to consult with the Regents on the selection of the president.

The Comptroller discussed Army and Navy contracts.

"We cannot become discouraged and uncooperative because we must realize that confusion is an inevitable accompaniment of war and that even if we are innocent victims of red tape and frequent injustices we must continue to do all within our power to assist the war effort.

"No matter what the cost to us personally, we must remember that as one of the major schools of the country the University of Minnesota must make a significant contribution to the war effort if we expect to merit public support in the postwar period.

"The minimum adjustment that is expected of the faculties of every major institution in the country by the government is a 25 per cent increase in teaching loads, and if other institutions are doing it, the University of Minnesota can do no less.

"This group, by familiarizing themselves with the facts, can disabuse their minds of the thought that the University of Minnesota is making any profits on the War Training Program.

"By the same token, this group, by knowing what the Administration is doing, can rid themselves of the notion that the University of Minnesota is permitting itself to be exploited in connection with the War Training Program.

"This group should know that every source of appeal will be exhausted before academic standards are lowered or sound financial principles are compromised, and if this group knows the constant struggle that is involved to avoid these threats we feel that the home front will be well protected and full support assured."

February 17, 1944

The Committee on Education submitted a report on "Facilities for Housing Students," noted where students lived (53.1% with parents, 14.7% in dormitories, 6.1% in fraternities/sororities, 22.4% in rooming houses, and 3.7% in apartments, with relatives, or with employers). The committee surmised that the number in rooming houses could not expand to meet expected enrollment, so either more students had to live away from campus in Minneapolis and St. Paul or new facilities would be needed. "It is strongly recommended that the University seek financial assistance for the building of additional dormitories with sufficient capacity to house between 2,000 and 3,000 students. In the planning of these facilities attention should be given to the special need of such groups as foreign students and graduate students" as well as "the limited financial resources of a large proportion of the University's students."

The Committee on Education also recommended procedures to identify and assist members of the armed forces returning to campus.

President Coffey made a statement on research that took three pages of Senate minutes.

Excerpts:

"University research is rapidly increasing in importance, and what is more significant for a state university, it is coming more and more into the consciousness of the public that supports the University. This was clearly reflected in the attitude of the last legislature, which for the first time in its history gave the University general research funds, and created the Minnesota Institute of Research; as well as continued support for researches in agriculture, minerals, and medicine. It

is reflected also in the often expressed interest of the Regents and in the desire of the members of that body to use their influence whenever possible in helping to secure additional research funds. . . . It is further reflected in the attitudes expressed by the members of the legislative committee that considered the bill for the support of the Minnesota Institute of Research and by those who appeared before it. All were in agreement that the University might properly become and should be a research laboratory for the entire state, not only with respect to specific problems that might face industry and agriculture, but in broad and fundamental research that looks toward an ultimate betterment of the economy of the state, and hence the welfare of its citizens. . . .

"Effective research involves some measure of organization. This is true particularly of researches of a complex nature, conducted on a fairly large scale. There is always a place, of course, for the individual research worker and the independent scholar and, consequently, there must always be a place reserved for him. But many problems go far beyond fields normally cultivated by the single worker. . . . Certainly the people who support research through special grants expect that every resource in the University regardless of departmental lines will be brought to bear upon each problem. Research in the natural and in the social sciences is moving definitely in this direction, and that it is doing so is most gratifying. It is possible that the humanities and the creative fields of art and literature may present somewhat different problems. There is, as my illustrations have indicated, already some organization of research in the University. In fact, the extent of organization is considerable. But I believe there is need for an over-all University organization in this field. . . .

"From my experience in connection with the research program in the University Department of Agriculture, I feel very definitely that there are advantages to be gained from an over-all University organization of research, provided its purpose is to encourage, stimulate, help to co-ordinate and integrate, and in general to promote and advance research without, at the same time, imposing crippling restrictions on either departments or individuals. . . .

"Here are a few of the advantages to be gained from a general over-all university organization of research which occur to me:

1. It would permit the University to make available to the legislature, to the public, or to individuals, a statement of actual research in progress. At some central place on the campus there should be a complete file of all University researches under way and in the office where the file is located there should be someone familiar with it.
2. It would constitute a never-ending source of excellent material for public relations. Research results, properly presented, are more effective, it has been demonstrated, than almost anything else in awakening an interest in the work and program of the University.
3. It would provide more complete co-ordination, eliminate undesirable overlapping, and, to a greater extent than ever before, would serve to bring together the various men who have a common interest in a specific project. . . .
4. It would provide an organization to which a citizen of the state might turn when he has a problem on which he needs help, and it would constitute a channel for providing that help.
5. It would be a factor of increasing importance in bringing influence to bear when a request is made to an outside agency for financial support of a research project.

"I have given considerable thought to this matter of a general over-all organization of University research, . . . [and] I want to let the Senate know of my intention to appoint an all-University Advisory Committee to study and advise with me on this whole matter. Still more important, I urge the individual members of the Senate to give me suggestions. As the

committee proceeds in its work, I shall probably want to discuss its work, its proposals, or its recommendations at subsequent Senate meetings."

May 18, 1944

The Administrative Committee reported on considerations being given to "acceleration," programs that would let veterans return to school and complete their degrees quickly. A sound program "should also decrease maladjustment to academic life and associates otherwise likely on the part of older men thrown in with youngsters and in institutions whose programs have been planned primarily for the needs of younger persons."

Two other items were also reported to the Senate:

2. *Japanese-American Applicants*. The secretary distributed a report of applications for admission received from Japanese-American students December 15, 1943 to January 15, 1944 . . . during which period 56 applications were received. Since January 15, 36 additional applications have been filed, . . . total 92. . . . To date only 3 Provost Marshal clearances have been received. Selective Service and Provost Marshal's policies give indication that probably only a small percentage of Japanese-American applicants will actually enter. It was the sense of the committee that it was unnecessary to establish a quota at present. Messrs. Pettengill and Willey were requested to keep the committee currently informed regarding Japanese applicants and number admitted.

3. *Conduct of Examinations*. Dean Lind reported that unusual tension because of stress placed on grades for deferment and continued attendance in Army and Navy programs has resulted in an increased tendency for students to seek or give help on examinations." The Administrative Committee voted to ask the president to appoint a committee to examine the problem.

The Senate also accepted an item from the Administrative Committee concerning public relations. A *Report of Special Committee on Relations of the University with the Public* was discussed and Vice President Willey noted the work of previous committees on the subject. This report recommended "that there be created a Department of University Relations with a director, supporting staff and a University Relations Committee for liaison with the University community with duties and functions as outlined in the report." The Administrative Committee voted to so recommend to the Board of Regents.

The Committee on Education submitted two lengthy reports to the Senate at this meeting, the first on student counseling, which took four and one-half pages of the minutes. The introduction read in part: "If the University of Minnesota were a small undergraduate college with a student body relatively homogeneous with respect to intellectual interests and abilities, then perhaps the need for student counseling would be less apparent. But ours is a large institution in which a variety of emphases and functions compete for attention and effort on the part of staff members. Moreover, the range of talents possessed by our students adds to the difficulties of maintaining desirable academic standards. Likewise, the varied experiences and backgrounds, educational and economic, of our students result in some confusion, lost motion and even wasted talent as we attempt each year to induct thousands of new members into the University. Finally, the wide range of curricula offered by the University makes more difficult the students' wise selection of one which is appropriate to their interests and abilities." The report noted the variety of

programs the University had established and observed that a recent University faculty workload study "reported that the typical faculty member advised approximately seventeen undergraduates and one graduate student during the fall quarter; a median amount of slightly more than three hours a week was devoted to counseling." The committee offered 13 "guiding principles" for counseling. The first was *"In each college of the University, especially those enrolling undergraduate students, a small number of especially qualified teachers should be appointed to serve as special counselors to students regarding scholastic progress, selection of courses, registration and personal adjustment problems."*

The second report, on general education, took six and one-half pages of the minutes. The report defined general education, addressed its purposes, identified courses for general education, discussed the relationship of current courses to general education, the educational level at which courses should be offered, development of a testing program, the relationship to vocational education and to guidance and student activities, and the effect on faculty personnel and responsibilities. The committee offered seven specific recommendations that the Senate adopted. They included assigning responsibility for developing a general education to SLA and the General College, that each college should make provision for general education courses in its curriculum, tests should be developed to measure the attainment of general education objectives, there should be an adequate program of counseling, "the staff for the actual teaching of courses in general education should be constituted, as far as practicable, of persons who are at once creative scholars and effective teachers. No individual should be appointed to such a position who is not a competent scholar in the area of his teaching. 6. Appropriate recognition should be given to the character and quality of an individual's teaching in general education in determining faculty load and readiness for promotion." And experimental studies should be conducted.

#### May 25, 1944 Special meeting

The "Report of the Special Committee on Academic Tenure" was presented. The special committee described its work and presented "Suggested Regulations Respecting Academic Tenure." The preamble read as follows: "The Board of Regents of the University of Minnesota hereby reaffirms the policy concerning academic freedom and tenure announced in its resolution of January 28, 1938 (as set forth in the Appendix to these Regulations) and adopts the following Regulations Concerning Academic Tenure." The draft proposed four classes of regular faculty positions, Instructor, Assistant Professor, Associate Professor, and Professor, and those in the positions were to be entitled to "rights of tenure." Appointment as associate professor or professor would be for an indefinite term and removal would be only for cause (or retirement). Section 9 identified removals for cause: "All persons holding positions in the academic staff of the University shall be subject to removal for cause before the time set for the regular termination of their appointments. The causes for removal shall be only such as seriously interfere with the person's capacity competently to perform his duties, or his usefulness to the University. No person shall be removed from any position on the academic staff because of his beliefs in matters of religion or public policy, or in violation of the principles of academic freedom endorsed by the Board of Regents. . . ." Procedures for removal for cause, and for implementation of the policy, were included.

The Senate voted section by section on the proposed regulations, amending a few provisions, added a new section allowing for amendments,<sup>7</sup> and then voted to adopt the entire document, and instructed the Committee on Tenure to revise the regulations in light of the amendments and forward it to the president as a recommendation from the Senate to the Board of Regents for action.<sup>8</sup> (The committee reported in October with the revised regulations, which the Senate accepted.)

October 19, 1944

The Administrative Committee reported that the "Servicemen's Readjustment Act of 1944" would provide funding to institutions of higher education for returning veterans.

Another item from the Administrative Committee accepted by the Senate. 5. *Japanese-American Students*. Mr. Willey reported that this University has been notified by the chief of personnel, Security Branch of the Seventh Service Command as follows:

"This is to advise that approval by the Provost Marshal General for the attendance or employment of a person of Japanese ancestry at the University of Minnesota is no longer required and the submission of completed questionnaires in such cases is no longer necessary." It was the sentiment of the committee, now that control by the Seventh Service Command has been removed, that Japanese-Americans should be considered for admission precisely in the same manner as all other applicants."

President Coffey reported on a meeting of university presidents, at which there was "general opinion that university enrolments will not reach their pre-war peak in 1944-46. General agreement, however that new peaks will eventually come as predicted." (See footnote \_\_; they were correct.)

The minutes for the meeting also record nearly six pages of Army Specialized Training (AST) courses that would be given credit at the University, the equivalent University course, and the number of credits to be awarded.

The Senate Committee on Intercollegiate Athletics reported a resolution it had adopted.

"The University of Minnesota being a state institution is dependent for its support upon the good will and loyal friendship of the people of the entire state. Any program of activity in which the University participates that might have a tendency to create a cleavage in the allegiance of the citizenry must be deemed unfortunate.

In athletic sports, particularly in football and basketball, enthusiastic partisanship among the colleges of the state is quite natural. . . . The University, by entering the field of college

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<sup>7</sup> Section 15, creating an amending process, included this language: "Proposed amendments from any source whatever shall be submitted to the Senate for its advice and recommendation before final action by the Board of Regents." The Faculty Senate in 1996 relied on this language when it adjourned before considering amendments so that this provision of the regulations had not been fulfilled, presumably thereby forestalling action by the Board of Regents on amendments.

<sup>8</sup> Minutes of the Board of Regents, February 9, 1945: Voted to approve the following plan of the Senate Committee on Academic Tenure, recommended by the Senate Committee on Academic Tenure. The comments of President-elect Morrill are filed supplement to the minutes, page 3493.



competition within the state, might alienate from itself to some degree the adherents of the college involved, and in some instances a feeling of antagonism toward the University might be engendered. In view of these possibilities it is the feeling of the Committee on Intercollegiate Athletics that competition with the colleges of the state be avoided as far as possible, especially in the particular fields mentioned."

#### November 24, 1944 Special meeting

The meeting was called at the request of the Faculty Committee designated by the Senate to advise the Regents on the selection of the president.

"The Board of Regents, in whose hands rests the responsibility and authority for making the final decision with respect to the presidency, has made its selection. No purpose is to be served by debating the choice. That is a point on which there probably never would be unanimity regardless of the qualifications of the person chosen. The Faculty Committee believes that the University will continue to grow and develop under the leadership of its new administrative head.

"Our purpose in reporting to the Senate is to supply you with information regarding our activities and to draw attention to the fact that our experience is another demonstration of the fact that the Faculty at the University of Minnesota as yet has not been entrusted with an adequate role in the development of institutional policy."

The report itemized the interactions that had taken place between the committee and the Board.

"The Senate is entitled to know the stand which was taken by the Faculty Committee on this and other occasions with respect to certain matters relating to university organization. We endeavored in our discussion to give constant emphasis to the importance of having at the helm of the University educational leadership of the highest order. We emphasized the fact that the primary function of the University is education in the broad sense and that the rank and service of the institution are measured by its educational accomplishments.

"The Committee endeavored to make clear that the Faculty does not want educational policy subordinated to financial management, however competent that management may be. We presented as effectively as we knew how the view that business management should assist rather than dominate the conduct of the University's main function-education. We repeatedly expressed the view that the University needs at its head a man who will be president in fact as well as in name, and who will see that educational policies are not subordinated in the conduct of the institution's financial program."

The committee reported on the process it had used to gather names of possible candidates for president. "From this large list was selected a relatively small number of names of outstanding prospects. Detailed biographical sketches of these men were supplied to the Regents' Committee for their consideration.

"Without prior consultation with the Faculty Committee, Dean W. I. Myers of Cornell was asked to come to the campus for an interview on July 11. We were invited to meet with the visitor and the Regents' Committee and later to have an extended conference by ourselves with him. The Committee appreciated this courtesy. Dean Myers removed himself from further consideration by reporting that he was not available.

"Subsequently, we again called attention to the selected list of prospects we had recommended for appraisal and suggested an early meeting of the two Committees to discuss the

information at hand with respect to these men. The reply to this, dated July 19, was that it would 'be difficult to get our Committees together during the next few weeks.'

"President J. L. Morrill of Wyoming was invited to come for an interview on August 28. Again, the Faculty Committee was not advised in advance that this invitation was to be extended, but its members were asked to attend a joint luncheon and, as in the case of Dean Myers, the Regents' Committee provided us opportunity for an independent interview and discussion."

There were then several interactions and letters about how to proceed, including the committee's urging that the list of candidates be considered and emphasizing again the importance of educational leadership.

"Since we received no reply to [a letter sent of September 29] and had no further contact with the Regents' Committee, another letter was addressed to that Committee under date of November 10, asking for information regarding progress and suggesting a joint meeting of the two Committees at an early date.

"The Board of Regents met on the next day, November 11. The afternoon of November 13, the first word that a new president had been selected reached the Faculty Committee through telephone inquiry from a newspaper representative, who presumably believed our Committee was informed of the action. A letter from the Chairman of the Regents' Committee under date of November 15 explained that the failure to get in touch with the Faculty Committee for several weeks previous was due to the fact that it was awaiting word from Mr. Morrill that he could obtain his release from his present contract.

"We want to make it clear that in this review the Faculty Committee does not question the decision which has been made. With the achievement of mutual understanding and cooperation between the new president and the faculty we anticipate satisfactory progress for the institution in the future. What this report has endeavored to do is to point out circumstances which clearly indicate the need for bringing about conditions under which more confidence will be placed in the Faculty and greater opportunity will be provided for the participation by the Faculty in the development of University policies.

"In closing this report, may we call attention to the fact that this body, the University Senate, is presumed to have a significant part in University affairs. Section 4 of the Constitution of the Senate says in part "The University Senate has general legislative and administrative authority over all matters concerning the University as a whole." For the welfare of the University, it is important that the Senate, or some like body, carry out the functions for which it was established."

At the same Senate meeting, it was voted to send "cordial greetings and good wishes" to Dr. Morrill, along with "our sincere hope that, working together, we may discharge with increasing effectiveness the responsibility for teaching, research, and public service which will rest upon the University of Minnesota in the years ahead." (The next Senate minutes recorded a letter from Morrill that read in part: "The challenging significance of partnership in service with the distinguished faculty of the University I fully recognize, and I reciprocate earnestly the hope that, 'working together,' we may meet jointly our high expectations for the vigorous on-going of the University and its greater development.")

December 21, 1944

The Administrative Committee reported that it had held a discussion of classroom use. "The last study of the situation showed classrooms to be in use less than 50 per cent of available time with concentrated use on Monday, Wednesday, and Friday and in the morning hours. It was the sense of the committee that the matter should be investigated again and steps taken to assure more efficient use of available classrooms." The president appointed a committee to consider the problem.

The Administrative Committee also reported that it had reaffirmed its view, in response to a survey from the National Association of State Universities, that "action on compulsory military training in the postwar period should be postponed until need for such training can be more adequately determined."

The Committee on Education issued a long report, for action, on "Audio-Visual Education at the University of Minnesota." The University of Minnesota has held a notable position among colleges and universities in the field of audio-visual education. . . . Audio-visual education is a field of education which is assuming a place of increasing respectability for research, experimentation, and collegiate instruction. . . . It is likewise probably true that tradition, academic inertia, and limitations in the training of their staffs have caused colleges and universities to be somewhat slow in introducing or using audio-visual materials in their instructional programs. . . . because of (1) the history and activity in the area of audio-visual education at the University of Minnesota, (2) the respectable place that audio-visual education is coming to have as a field for research, experimentation, and collegiate instruction, (3) the experiences which the armed services have had with audiovisual materials as aids to instruction, and (4) the apparent desire of some departments to make increasing use of audio-visual materials; to recommend that: 1. The program of audio-visual education at the University of Minnesota be reorganized and expanded according to certain principles later set forth, and 2. Certain measures be taken immediately to increase the financial support for this program and to consolidate certain service." The report contained principles and recommended certain actions. The Senate approved.

The Senate approved revised tenure regulations for submission to the president and Board of Regents.

#### February 15, 1945

President Coffey reported that the Board of Regents had approved the proposed tenure regulations at its February 9 meeting.

The Committee on Education provided a "Preliminary Report on Recruitment of Faculty Personnel." "The Senate recognizes the fact that the University faces a grave crisis. An adequate budget for 1945-47 is essential. . . . Other universities, government departments, and business and professional enterprises are offering financial returns for the services of scholars and teachers that are making it increasingly difficult, in fact, impossible, for the University of Minnesota to maintain, not to speak of improving, the quality of its faculty unless its salary scale is bettered." The report included a series of recommendations: create new faculty positions,

scouting for new recruits be left to colleges and departments, salary levels be dealt with realistically, and that recruiting be focused on younger faculty.

#### May 24, 1945

From the Administrative Committee: "6. *Death of President Roosevelt--President Coffey*' announced that Governor Thye has proclaimed a period of mourning in the state for 30 days, and complete closing of all state activities Saturday afternoon, April 14, beginning at noon. President Coffey announced that all University activities will likewise close at 12 noon Saturday. 7. *Memorial Service, Sunday April 15*-President Coffey announced that there will be a memorial service in Northrop Auditorium Sunday, afternoon at 4 :30 p.m. conducted by the Navy in which the Army joins and in which the University has been invited to participate. It was voted to accept the invitation to participate in the Memorial Services with deans and members of the faculty attending in academic dress."

The Committee on Education issued another long report on postwar housing for students: "The University of Minnesota is facing a housing crisis of *appalling* proportions [emphasis in original]." The report detailed increased numbers of students, demands for and availability of housing, and provided 19 lengthy recommendations on how the University should respond. The Senate adopted the report; it also voted to establish a special committee to consider the problem of housing for faculty and staff.

#### October 11, 1945

The Administrative Committee reported that President Morrill had appointed an advisory committee on the tenure regulations, to be known as the Tenure Committee. The chair was the academic affairs vice president, Mr. Willey. Mr. Willey reported that the Tenure Committee had issued six interpretations of the code.

#### December 13, 1945

Vice President Willey reported to the Senate on a ruling by the Attorney General of Minnesota that the rider in the 1945 appropriation to the University, "The foregoing appropriations to the University of Minnesota are based upon the condition that the Board of Regents do not, during the biennium ending June 30, 1947, erect from any funds whatsoever any housing facilities or dormitories in Minneapolis or St. Paul." The Attorney General ruled that the language barring the use of "any funds whatsoever" was unconstitutional, although the legislature could bar the use of appropriated funds for housing.

#### February 14, 1946

The Senate approved appointment of a special committee "to consider the establishment of criteria that will be helpful in determining whether a given position should fall within the academic or the civil service, and to make recommendations relative to this problem; with the further understanding that this committee of the Senate is to meet with the Civil Service Committee for the sharing of relevant information."

Vice President Willey also reported another set of extensive interpretations of the tenure regulations.

The Administrative Committee reported that "the Committee on Classroom and Laboratory Use and Scheduling recommends that a central classroom scheduling office be set up immediately on an experimental basis."

A subcommittee of the Administrative Committee reported to the Senate for action on limiting enrollment for non-resident students. The University faced unprecedented increases in enrollment; "the prospect of still greater expansion of the student body in the near future . . . may be increased by the action of other state universities of the Middle West and other institutions which have adopted temporary policies placing partial restrictions upon the enrolment of nonresident students. To the extent that such restrictions prevail, students from Minnesota who normally would seek their education in the universities of neighboring states will not be accepted. Meanwhile students from yet other states who are rejected by these universities will naturally turn to institutions which have not adopted comparable policies. . . . The Administrative Committee has a sharp sense of the educational dangers inherent in a policy of restriction based upon geographical grounds. Looking toward future policy, it emphatically endorses the fundamental educational position taken by the Board of Regents in the following declaration, adopted on January 29, 1937:

The Regents are of the opinion that the University should not become local and provincial. They welcome and wish to encourage students from foreign countries, the children of alumni and former students residing in other sections of the United States or the world, students from the Northwest and neighboring states, and a reasonable number of nonresident students from every part of the United States.

Though deploring the necessity, the Administrative Committee therefore recommends the general rule, that, if restriction on a geographical basis must be adopted by the University as an emergency measure, it should be applied to the freshman level and the spring quarter of 1946." The Senate adopted the report "in principle."

On recommendation of Professor McCormick, the athletic director, the Senate agreed to appoint a special committee to make recommendations on recreational facilities.

May 9, 1946

Boxing was approved as an intercollegiate sport by the Administrative Committee.

The Administrative Committee reported that "President Morrill discussed the factors underlying the preparation of the budget for next year. He indicated that the administration was crowding every cent available into academic salaries."

October 31, 1946

**"III. REMARKS BY THE PRESIDENT** President Morrill said he wished he could express to the administration and faculty his appreciation of the extra load they have had to carry and his

fear that no relief is in sight. He said the situation here is typical; that we will probably work out of it step by step, and that we are in an emergency similar to that existing during the war."

The Administrative Committee report: *6. Reorganisation of Informational Services*-Mr. Nunn reported on the new organizational plan for University information services. He described the functions of the University Committee on Public Relations as essentially those of policy making, and told how the University Publicity Council will act on releasing publicity. . . . There ensued considerable discussion of desired relations between individual staff members and the individuals and services dealt with. The importance of making official announcements through information service channels was emphasized.

*7. Staff Tenure*-The automatic tenure feature of new appointments to professor and associate professor ranks was pointed out by President Morrill. The Committee was reminded that under the regulations of the University, new appointees should receive a copy of the *Tenure Regulations*. Deans and department heads are being relied on to carry through on this. The regulations are to be sent to persons to whom positions are offered.

The Committee on Education submitted another report, on "Basic University Policy Concerning Student Organizations and Their Activities."

The Senate Committee on Intercollegiate Athletics voted against a proposal from the Big Ten to enter into an agreement with the Pacific Coast Conference to participate in the Rose Bowl each year. The Administrative Committee endorsed the committee's vote. The Senate did not act to oppose the vote.

The "Special Senate Committee to Study the Problem of Housing for the Faculty and Nonacademic Staff" reported the results of a survey of faculty and staff and recommended appointment of a "Faculty Counselor on Housing." A person was appointed. The report also recommended steps the University should take to increase the availability of housing. The Senate accepted the report.

A progress report from the "Special Committee on Transportation" recommended the University purchase a fleet of buses and cars, the number to be determined by a survey to be conducted by the Senate Committee on Transportation.

#### December 12, 1946

The Senate approved a recommendation from a special committee on emeritus status. "The matter came to the attention of the Administrative Committee because of an old rule which indicates that the status "emeritus" shall be given upon recommendation of the University Senate. In actual practice, for many years the University appears to have been giving the status automatically or virtually so to all retiring staff members." A special committee was appointed; it surveyed peer institutions. "Analysis of these makes it clear that there are two completely distinct schools of thought with respect to emeritus status. One school believes that the status should be granted to any staff member who has served a significant number of years and is retired for age. The other school believes that the emeritus status should be given on a selective basis and only to those staff members who have records of distinctive achievement. . . . The

special committee now recommends that the title "emeritus" be given to all members of the faculty who retire because of age, the emeritus title to be of the rank held by the staff member at the time of retirement."

May 8, 1947

The Administrative Committee reported: "2. *Proposal for a Semestral Calendar*-The President placed before the Committee preliminary considerations in a proposal that the University schedule its academic year in semesters, rather than quarters. It was pointed out that severe administrative and educational problems will develop in any such change." The committee agreed that discussion of the topic would be a special order of business.

The "Special Committee on Academic and Civil Service Status" submitted a lengthy report to the Senate. The committee reviewed the various categories of appointment available and noted that it "received no recommendations for the transfer of any positions from the Academic to the Civil Service classification. From the evidence before it, and by inference from the failure of other groups and individuals to make representations, the committee concludes that the principal groups that feel the need to be transferred from Civil Service to Academic classification are the counselors and various other groups under the Dean of Students, the librarians, and a group of supervising nurses in the hospital staff who are engaged in large part in the teaching of student nurses in service. A small number of other Civil Service positions . . . were also suggested to the committee for transfer to academic status." The committee identified two principles to guide appointment to academic status: (1) *The duties of the position should contribute directly and in a personal way to the students' progress in their studies or in their all-around development, or to research work. . . [and] (2) The duties should be of such a nature that only a person who has had the benefits of higher education, in some cases highly specialized and professional education, can best perform them. . . .* The committee considered at one stage in its work a proposal to set up . . . a group of 'auxiliary professional services' in conformity with the two rather vague standards indicated above. There is some merit in such a proposal . . . to have several subdivisions of the academic staff. To put such a plan into effect, however, would involve a great deal of job analysis, and the making of many decisions in close cases." The committee recommended no change in academic appointments and more flexibility in Civil Service rules. The Senate tabled the report.

Under new business: "2. *Appreciation of work done by President Morrill, staff, and Board of Regents*. It was voted to express the sincere appreciation and thanks of the University Senate to President Morrill and those members of the staff and Board of Regents who assisted him for the splendid work that was done in presenting the University budget and program to the legislature this year. 3. *Appreciation of Legislative Consideration*. The following resolution was adopted: We, the members of the Senate of the University of Minnesota, wish to express our sincere appreciation to the Governor of Minnesota, the Commissioner of Administration and his staff, the University Legislative committees, the House Appropriations committee, the Senate Finance committee, and the members of the State Legislature for the courteous sympathetic hearings given to the University's biennial budget request. The confidence in the University expressed tangibly in state support is deeply heartening to those of us concerned with the education of

Minnesota youth, and we pledge our fullest cooperation in the challenging tasks that lie ahead of us."

November 13, 1947

Because the Regents incorporated the Duluth campus into the University, its faculty are qualified to be members of the Senate and to be covered by the tenure regulations.

The Senate Committee on Intercollegiate Athletics reported that despite a negative vote by Minnesota, the Big Nine [Big Ten in a couple of years] voted 7-2 in favor of participating in the Rose Bowl.

The Special Committee on General Recreation reported to the Senate for action. The committee defined recreation as "*consisting of those activities which are engaged in voluntarily for the immediate values to be obtained in the activities themselves.*" The committee first recommended policy: "Recognition shall be given to the educational significance of recreation, as defined at the beginning of this report, with respect to its contributions to the morale of the individual student and to his total personality development. What happens to the student outside of the classroom is of concern to the University since the quality and character of this extra classroom life affects not only the development of an effective total personality but the quality of classroom performance as well. The University is therefore concerned with contributions to the satisfaction of students' social, physical, and emotional needs through a balanced program of recreational activities." It then made seven recommendations about needs, the first two of which were "1. More outdoor activities and outings be provided for students" and "2. More provision be made for the availability of recreational facilities at odd hours during the day and on weekends." It also made organizational recommendations, including hiring a recreation coordinator. The Senate approved the report.

February 19, 1948

The Senate approved a bylaw change to create a Senate Committee on Audio-Visual Materials. It also adopted a resolution, on his 89th birthday, thanking Regent Fred Snyder for his service on the Board of Regents, beginning in 1912 and as chair of the Board since 1914 (and continuing to serve). Snyder wrote back: "My rather strenuous three-day birthday celebration is over, and I am back on terra firma with, I hope, a normal balance. This note of appreciation of your letter, although it is short, could not bring to you better the sincerity of my thanks, though it were a yard long."

The President reported to the Administrative Committee on the composition of the Board of Trustees of the Greater University Fund, which will raise money for the University "to provide amenities and extras for the benefit of the University not normally available through usual sources of income."

May 27, 1948



The Administrative Committee report included this item: "1. *Some Guiding Principles with Respect to Leaves of Absence for Government Service.*" The University anticipated increased demands on faculty members for federal service, given the Marshall Plan and the international situation. "The University has always been sensitive to its obligation to assist any agency of the federal government whenever possible in developing and administering essential programs, and it has made notable contributions in years past in fields of governmental research by the loan of staff members. . . . That [the federal government should turn to the University] is a source of gratification and pride, and furthermore, the prestige of the University is thereby commendably enhanced. At the same time, it must be recognized that the release of these staff members creates serious problems, for obviously there is a point beyond which a university cannot go in making replacements and substitutions without interfering with the effective program of teaching, research, and public service which it must carry forward. . . . How far can this University go in meeting the requests of federal government agencies or even of industry for technical assistance by the release of members of the faculty at the present time?" The president's office formulated a policy which the Administrative Committee approved.

Following a lengthy discussion of admissions standards, and differences among the college, "the following motion was made: It is the sense of the [Administrative] Committee that changes in admission standards among the various colleges should be considered by the Administrative Committee before final college action is taken. The motion was seconded and carried unanimously. There was a second motion that the Senate Committee on Education be asked to consider the problem of central admission procedures, of central counseling with respect to admission, and the relationship of central admission procedures to those of the individual colleges. The motion was seconded and carried."

The Administrative Committee reported: "7. *Budget Policy and Procedure*-President Morrill discussed the problems of budget planning in these times, with particular reference to enrolments, difficulties of recruiting and retaining staff, varying economic conditions, and other factors which cannot be practically anticipated. He alluded to the many problems and financial burdens that confront the University both centrally and in the various colleges."

#### November 18, 1948

The University's Faculty Representative to the Big Nine Conference reported that the Conference had proposed a rule change that would allow financial aid based on athletic ability. The Senate Committee on Intercollegiate Athletics voted that the University vote against the proposal. The Administrative Committee, acting on behalf of the Senate, approved. The Senate voted to approve this action.

The Administrative Committee reported on research grants. "Vice President Willey introduced a written report on research grants requested and received during the calendar years 1946 and 1947. From requests totaling \$5,885,862.34 approved by the Regents, there had been received as of the spring of 1948 amounts totaling \$2,491,277.98. . . . It was apparent that within the period of the study approximately seventy per cent of the filings were productive of something. Discussion emphasized the extent to which this work reflects the

prestige of the University, the value of it to the staff and to the productivity of this institution, and the concentration of it in certain departments or colleges."

Some student organizations, especially fraternities and sororities, object to auditing by the University. The Administrative Committee had a special meeting to deal with the objections, including hearing from students and their lawyer; "in executive session the Administrative Committee . . . duly voted: *Resolved*, That the Administrative Committee of the Senate reaffirms the University policy of financial supervision of student organizations, including fraternities and sororities, under the rules and regulations of the Senate Committee on Student Affairs." The Senate affirmed the decision.

The Senate Committee on Intercollegiate Athletics reported that it "has been greatly disturbed by the growth in a number of member institutions of the Western Conference of scholarships in whose award athletic skill apparently played a dominant role. Minnesota has no such scholarships and has insisted that no scholarships or aids be granted primarily on the basis of athletic skill. Mr. Wilson, Conference Commissioner, was asked to meet with your committee with the hope that all members of the Big Nine might have uniformity of practice in maintaining strict amateur standing in spirit and in fact."

February 17, 1949

The Administrative Committee reported on several matters, beginning with sabbaticals. "*Sabbatical* leaves were discussed, as were the regulations pertaining to them, the uses to which such leaves are put, and the extent to which the sabbatical leave system is functioning. . . . There was an interest in short-time appointments of some kind to provide rather liberal benefits, especially toward the close of certain individual research projects. . . . It was, therefore, moved, seconded, and ordered that the President appoint a committee to study the whole problem of making time available to staff members for projects such as writing and research."

Also reported was that "many grants for research have recently been received in addition to those cleared through the Regents. There is rather widespread failure to submit proposals to administrative officers. The Committee concurred in the belief that it is highly important that Regents' approval be obtained for applications for outside assistance to research, or for consultative work by staff members."

The problems of scheduling and missed classes (by athletes) led to a discussion about absences and make-up work, with the result that President Morrill was asked to phases of student performance. It was moved, seconded, and voted that President Morrill "appoint a subcommittee of the Administrative Committee to consider the entire matter of excusing students from classes, to formulate possible policies, and to make recommendations to the Senate in such matters."

The Committee on Student Work presented a proposal and policy to interview students who are planning to leave the University short of graduation. The Senate voted down the proposal 40-50.

May 26, 1949

The Committee on Education provided an update on the work of several subcommittees. Among others: (1) Standards and procedures for promotions in the faculty, pursuant to the adoption of the new tenure regulations; (2) grading practices, (4) evaluation of the outcomes of instruction, (6) relation of research to instructional and other staff responsibilities, (7) admissions standards and practices, (10) course additions, modifications, and deletions, (11) faculty welfare, (12) exploration of student participation in discussions of educational problems and policy formation.

The subcommittee on grading practices submitted its report at this meeting. "No very accurate generalization can be made to summarize the grade distributions for the University as a whole. There seems to be considerable over-all consistency, yet many kinds of individual variations also exist on all levels of instruction. . . . Differences in grade distributions exist not only between colleges enrolling predominantly undergraduate students as opposed to those enrolling predominantly graduate students, but also between colleges enrolling students on the same level of instruction. . . . When the individual departments (within the same college) are compared for all undergraduates in courses under 100, the difference in proportion of students receiving A grades is striking: e.g., Course A, 11 per cent, A; Course B, 46 per cent. . . . The subcommittee was fortunate in having access to a study of grade distributions for nine introductory courses which have been offered continuously by the Arts College from 1929-30 or earlier up to the present time. . . . Although individual courses varied considerably from quarter to quarter with respect to the percentages of any single grade assigned, there appeared to be little evidence that grade distributions have changed very much between 1929-30 and winter, 1948. . . . There is nothing in the extensive information assembled by this subcommittee to suggest that the variations noted reflect either indefensible or questionable educational practices. What is suggested is that staff members appear to operate, wittingly or otherwise, in accordance with somewhat divergent philosophies in the matter of grading. The assignment of grades seems to be largely an individual matter more likely to be determined by the individual instructor than by any apparent departmental policy, though such policies may in some instances exist. Hence, the subcommittee does not have at its command information which would enable it to recommend grading policies for use by individual departments *nor* does it feel that policies of this sort ought to be recommended by such an outside agency." The report offered three recommendations: a. faculty review their own grading "in relation to those of other instructors, both in and out of their departments. b. That this report serve as a basis for departmental discussions . . . on the philosophy and mechanics of grading. c. That . . . uniformity among instructors in the matter of assigning student grades is not necessarily a desirable goal."

The Committee on the Relation of the University to Other Institutions of Learning brought a report for action on a policy on recruiting students to the University: While the University should make information about its programs to many across the state, "in general, no college, department, or division of, the University and no member of the University staff, should solicit students to come to the University by making promises of rewards or by bringing various other pressures upon students, their families, or teachers. In the usually accepted sense of the term, the University cannot be engaged in 'student recruitment.'"

The Committee on Student Affairs reported for information the general policy for student organizations at the University. It reviewed the history of discrimination and discriminatory membership clauses, and concluded with recommended policy that included: "'2. The selection

of members by student organizations should be based upon the congeniality, merit and interests of the individual student. The practice of excluding individuals from membership in groups on the basis of race, color or religion is not consistent with this policy. '3. Any requirement compelling student organizations to select as members individuals or groups of individuals on the basis of race, color or religion is equally inconsistent with this policy. . . . '6. Any new group or association of students submitting a proposed constitution containing provisions inconsistent with this statement of policy will not be recognized.'" The Senate approved the policy.

"Remarks by the President: 2. *Athletic Scholarships*. The president reported that the [Big Ten] has adopted the amendment of Eligibility Rule 6 to which the Senate filed objection. Although this action does not require any school to establish athletic scholarships, it constitutes an open invitation to conference members to do so. President Morrill said, considering all factors, he believed it to be to the advantage of the University to accede to the regulations of the conference in this matter. . . . His request for discussion brought no comment from the floor."

February 16, 1950

From the Administrative Committee: "4. *Practices and Policies in Room Scheduling*. Dean Summers discussed the problems of providing for the urgent space needs of the various instructional units and offices on Twin City campuses. . . . Space provision has by no means kept up with increased demands of upper level instruction, research, and public service."

The All-University Committee on Discipline submitted for review "Policies and Procedures Concerning Scholastic Dishonesty. "It is the sense of the All-University Disciplinary Committee that its jurisdiction extends only to those cases involving *willful, intended, and deliberate* attempts to obtain or improve a grade in an unauthorized manner, and willful, intended, and deliberate violations of the rules and regulations concerning examinations. The "mere negligent, careless, and inadvertent failure to comply with the rules, even though subject to penalty, is not a case of 'scholastic dishonesty . . .'" The jurisdiction of the All-University Disciplinary Committee extends to the inter-college cases involving *willful, intended, and deliberate* violations of the rules and regulations pertaining to examinations" [emphasis in original]. The Senate approved the recommendations at its next meeting.

May 25, 1950

The Administrative Committee recommended to the Senate the lengthy report and recommendations of a Special Committee to Consider Feasible Techniques to Improve the Enrollment Situation in the Reserve Officers Training Programs at the University of Minnesota. The Senate approved the recommendations.

Committee on Education, reported for information:

"3. *Committee on Relations of Research to Instructional and Other Staff Responsibilities*. At three different meetings which we have held, I have found it difficult to state to the satisfaction of the committee a purpose or charge for our activities. . . . I think we are also ready to recommend that colleges generally undertake continuing faculty load studies as is now true in the Arts College."

"8. *Committee on Course Additions, Modifications, and Deletions.* A survey of the University's program of studies in 1941-42 served to highlight many problems relating to curriculum development, policies, and procedures in various colleges and divisions of the University. In general, the study showed that the university curriculum has been growing principally by a process of accretion. During the preceding twenty years, for example, the number of courses offered had more than doubled, the usual practice being to establish a new course when expansions in subject matter or social or professional requirements suggested treatment of other topics, rather than to reorganize existing courses to meet this need. This multiplication of offerings was especially characteristic of certain departments and colleges, raising questions as to the policies which individual units employ in appraising proposals for new courses or in modifying their current offerings. The survey also suggested considerable duplication of effort and inarticulation of offerings, certain courses overlapping seriously with others offered in the same college or in some other unit of the University. Other problems related to the validity of many prerequisite requirements, . . . the frequency with which particular courses are offered, the typical number of credits assigned offerings, and a host of other divergent practices." The subcommittee identified a series of questions it would seek to answer.

The Committee on Faculty Promotion Policies submitted a long report, almost nine pages. A few excerpts:

-- They had information from the literature; "one of the major findings from this survey of literature was that teaching ability is highly regarded but difficult to appraise when promoting staff members. Other abilities or qualities are therefore often weighted more heavily than teaching ability as a promotion factor. Research output, for example, because it is more easily evaluated, has often become the major factor considered by administrators in deciding whether or not to recommend an individual staff member for promotion.

-- They surveyed deans and department heads on practices but had difficulty interpreting the results; they only had responses from one-third of the recipients and "a large number of different factors received mention, some respondents mentioning only a few general criteria whereas others provided a much more specific and detailed listing of factors which influenced their decision." The committee "hence felt that it was not justifiable to present tables of frequency or other statistical summarizations of these data. It may be interesting, though, to know that among the most frequently mentioned factors were teaching ability, research ability, extent and quality of publications, faculty relationships, student relationships, professional activity and affiliations, public relations, personality, and participation in departmental and university affairs."

-- "One of the natural difficulties in judging teaching ability, which headed the present list, lies in discovering specific evidences of teaching effectiveness. Among the teaching qualities sought were such things as effective presentation and revision of subject-matter content, emphasis upon basic principles, skill in handling classes, use of a variety of instructional aids, linking material to the common experiences of the students, preparing examinations which cover a broad range of objectives of the course, presenting assignments in a stimulating and challenging manner, and maintaining defensible standards of achievement for students."

-- There are several factors to consider. *a. Promotions only one factor in personnel policy;* The question of appropriate standards and procedures for deciding on promotions in the academic staff is not peculiar to Minnesota or to our times [and] . . . the issues involved in promotional policy cannot be separated from questions concerning standards and procedures for the original selection of staff, the acquisition of indefinite tenure, the establishment and revision of pay-

scales and individual salaries, and a variety of other matters that enter into a university's faculty personnel policy. b. *Importance of faculty personnel policy.* Since the faculty performs most of the prime functions for which a college or university exists the functions of teaching, counseling, research, productive scholarship, university and community service . . . largely determine an institution's status, quality, and capacity for achievement. c. *Ideals and objectives of the University of Minnesota.* What are the ideals for which the University stands today, and what are the specific goals or objectives toward which it is working? The latter have never been brought together in a single comprehensive statement. The relative emphasis to be placed upon teaching, research, and public service, and the degree of concern for the physical, mental, and moral well-being of its students, are examples of questions that concern the University's general objectives and program. d. *Effects of university size.* The University of Minnesota is a large institution, . . . composed of many colleges, schools, departments, divisions, and special branches. These are administratively and financially integrated into one University, but they have different specific objectives, serve different clienteles, are in various stages of development from the new and experimental to the mature, and almost of necessity follow somewhat divergent policies and procedures in attempting to achieve their objectives. The importance to be attached to these various types of achievement should properly vary with the nature of the position, the rank to which the individual would be promoted, departmental balance, and other relevant factors. Hence no formula can be established on a university-wide, or even a college-wide basis, for attaching importance to the various forms of faculty service. . . . The danger as it seems under present conditions is that each department, division and college will be so preoccupied with its own personnel needs that it will not give enough consideration to the standards and ideals of the University as a whole." The committee made extensive recommendations about gathering information on personnel practices in the colleges and called for further study.

February 15, 1951

Report of the Administrative Committee: "2. *The Fiscal Outlook for 1950-51.* Two factors make current fiscal matters grave. One factor is a decline in attendance greater than that anticipated when budgets were drawn. . . .<sup>9</sup> The Regents' reserve fund has been applied to the present deficit. Beyond this, special requests are being denied, and payroll reversions accumulating will be required to meet the 1950-51 financial shortage.

The Committee explored at length the various retrenchment moves possible, and it also considered means for ensuring the most efficient University operation. Principal savings will necessarily be in the category of staff salaries. How to achieve economies without seriously curtailing or hampering the academic program is the problem."

The Senate Library Committee reported for information a new lending code.

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<sup>9</sup> Enrollment figures (picking up from the earlier footnote):

1949-50	23,168
1950-51	20,437
1951-52	17,472
1952-53	17,493
1953-54	17,679

The numbers then began trending up, reaching 30,552 in 1963-64.

## UNIVERSITY OF MINNESOTA LIBRARY LENDING CODE

(To be administered with a strong dash of common sense and the courage to make exceptions where justifiable)

June 6, 1951

The Administrative Committee reported on discussions it had been having with President Morrill through the winter and spring. It had a special meeting on April 27 "to discuss budgetary outcomes of the 1951 Legislative session and to plan the budget structure for the fiscal year 1951-52. President Morrill first spoke of the amount by which the support funds appropriated would fall short of the request. . . . After all possible adjustments had been made in the planned budget, it was proposed that deficits should be made up by tuition increases, across-the-board reduction in funds allocated to all University units receiving support money, and reduction in both academic and civil service payrolls in relation to the anticipated decrease in weighted student credit hours of teaching. Once staff reductions were determined, certain salary rate increases could be provided for."

The Committee on Education submitted a long report for action on participation of students in making plans and policies. "If a one-sentence conclusion were to be drawn from this series of meetings, it might read as follows: Student participation is reported beneficial to all who participate." The report offered several recommendations, including that; "the Senate endorse the principle of student participation in the making of educational policies and plans within the separate colleges and with respect to University-wide matters [and] the President explore with each of the standing committees of the Senate the desirability of adding student members or increasing the number of student members on each committee and in other ways establishing a greater degree of communication with student organizations." The Senate approved the recommendations.

The Committee on Institutional Research issued a preliminary report on the 1950-51 survey of faculty activities, which was initiated at the president's request. It surveyed the faculty and achieved a response rate over 96%. The findings: "1. *Length of the University Faculty Work Week*. The total work week of the typical University staff member is generally longer than that associated with industry and government. The mean of 48.1 hours per week devoted to University activities is almost identical with the 47.9 hours recently reported for a nation-wide study of elementary and secondary school teachers. This average, however, is considerably less than the 59 hours per week reported in an earlier University-wide study for six major divisions of the University during fall quarter, 1941. . . . 2. *The Work Load*. A faculty member's professional activities can usually be classified rather easily under three general headings: teaching, research, and service. . . . In general the service load tends to increase directly with rank as the teaching and counseling load decreases with rank. Time devoted to the research and writing category tends to remain fairly constant with rank due largely to the heavier graduate study programs carried by instructors as compared with professorial ranks. . . . 3. *Teaching Responsibilities*. More than nine-tenths of the full-time faculty have teaching responsibilities. Of those who teach regular classes, the average faculty member teaches 2.9 *different* courses or carries a credit load of 8.2 credits. Comparable figures from the 1941 survey were 2.4 different courses and 8.4 quarter credit hours." Teaching load varied widely among ranks and among colleges. "4.

*Counseling and Advising.* Whereas the typical faculty member during fall quarter, 1941 advised approximately 17 undergraduates and one graduate student on educational, vocational, or personal problems, he advised **15** undergraduates and six graduate or unclassified students in 1950. . . . 5. *Research and Writing.* Three fifths of the full-time University faculty reported some research activity during fall quarter and almost half of them did some writing. The proportion of persons engaged in each activity increased directly with rank until more than three fourths of the full professors reported both research and writing. Slightly over one regular working day per week (8.4 hours) was spent in research and writing by the average faculty member." The report also provided data on professional meetings, administrative work, committee work ("the majority of the University faculty report some committee assignments and staff meetings which, on the average, involve approximately two hours of time per week for all ranks but which include more committees, committee and staff meetings as rank increases"), and off-campus service activities.

The Senate Committee on Intercollegiate Athletics reported that the Big Ten Conference "again went on record in not permitting the live televising of football games but to support the NCAA rule of permitting television on an experimental basis. The consensus of opinion is that we will have to live with television but we do not wish to adopt such a practice until a thorough study has been made."

A piece of New Business was introduced: "On a motion by Professor Alfred O. Nier [Physics], it was voted to request the Committee on Business and Rules to place the following resolution on the docket for the next Senate meeting:

RESOLVED, That the President appoint a Committee of the Senate drawn mainly from the several professorial ranks to study the organization of the University with a view to making recommendations for increased faculty participation in the formulation of major policy decisions affecting the faculty and the service of the University to the State of Minnesota; and to report its recommendations to the Senate."

November 8, 1951

I. REMARKS BY THE PRESIDENT "The President spoke generally about what might be called the state of the University in relation to the state of the Nation, the effect of inflation on individuals and on the University, the impact of international events, the defense program, assistance to foreign countries, taxation--how these factors, other needs, and sentiment for no new state taxes, entered into legislative consideration of appropriations, requiring retrenchment.

"He said the present situation is much like that of 1940-41 with great uncertainty as to enrollment involving revenue, load, staff, space and facilities affecting the research and teaching pattern of the University and raising questions as to the nature of the program and policy, both short- and long-range. President Morrill mentioned that we are beginning the new year still affected by, and concerned with, problems that plagued us last year, the 'Weinberg case,'<sup>10</sup> and

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<sup>10</sup> *Bulletin of the Atomic Scientists*, August 1, 1951: "Dr. Joseph W. Weinberg, who had been referred to by the House Un-American Activities Committee as "Scientist X" was dismissed on June 16 from his assistant professorship in physics at the University of Minnesota. The Board of Regents granted him a year's pay. The dismissal undoubtedly resulted from Dr. Weinberg's difficulties with federal authorities, but no explicit reason was given in the AP dispatch. Dr. Weinberg had been questioned by the Un-American Activities Committee in May 1949. The committee's accusations that Dr. Weinberg--"scientist



problems of retrenchment, both alluded to in the Judicial Committee report, and the latter giving rise to the request for a special committee on faculty participation in policy decisions. In respect to Professor Weinberg, he said that administratively this case is closed with decision finally made and no appeal taken. He discussed some procedural questions and ambiguities that need to be resolved on the basis of this first experience and stated that he proposes to refer these matters to the Tenure Advisory Committee for consideration and recommendation to the Senate and the Regents. . . .

On the resolution for appointment of a special committee on faculty participation he said that problems of University government are by no means solved, that he would be glad to see such a committee authorized and was ready to submit appointments for membership for senate approval."

## **VII. REPORT OF THE JUDICIAL COMMITTEE**

"This is the first time that the Judicial Committee has had occasion to make a report on its activities. . . . The case of Mr. Joseph Weinberg, assistant professor in the Department of Physics, in the fourth year of his probationary appointment, took more time and thought than any other case or group of cases. The complaint of Mr. Weinberg arose out of his suspension from his position in the Department of Physics in May, for the balance of the academic year, following his refusal to give testimony before the grand jury in Washington, D. C. . . . The Regents [ultimately] gave Mr. Weinberg a terminating appointment for one year, with full salary, but suspended him from all duties at the University. Mr. Weinberg did not make any appeal from this decision of the Regents, and his case is, therefore, presumably closed. The Regents also decided that the findings in such cases should be kept confidential.

"In the course of the Committee's work in 1950-51, it became evident that the tenure regulations do not cover adequately situations in which the University must make drastic reductions in staff due to budget cuts. This matter is being taken up by a separate committee, the Tenure Administration Advisory Committee, of which Vice President Willey is chairman."

The President announced the appointment of the special committee on faculty participation that had been called for at the previous meeting. Professor Nier was one of the members appointed and was elected chair.

In response to President Morrill's call for senate committees to consider student membership, the Committee on Education concluded that many of its issues were of no interest to students (retirement plans, etc.) and responded: "'It was moved, seconded, and passed that the committee try inviting two or three students, students named by the All-University Congress, when the

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X"-was involved in giving atomic secrets to Communists have never led to any court action. Dr. Weinberg has also been called before a federal grand jury in Washington several times, but has never been indicted. On May 11, 1951, this grand jury cited Dr. Weinberg for contempt for refusing to answer questions about his activities in 1943. He was cleared of the contempt charge on May 17 by U.S. District Judge Holtzoff. The judge upheld Dr. Weinberg's right not to give any testimony which he might consider incriminating. On May 16, the president of the University of Minnesota, Dr. J. L. Morrill, suspended Dr. Weinberg for refusing to cooperate with federal authorities. Dr. Morrill indicated that the outcome of the then pending contempt citation would not influence the suspension. Presumably, refusal to cooperate with federal officials-even though it was later found legal by the court-was considered by the president as warranting Dr. Weinberg's dismissal."

Congress had been notified by this committee that a subject which might be interesting to students is to be reviewed by this committee. Conversely, students wishing consultation with this committee would ask the Congress to name two or three students to meet with this committee.' It was felt by the committee that this system might be tried out as an experiment, and that if it appeared thereafter that a greater degree of student participation might be desirable, we would at some later date reconsider the question of student membership." Several other committees indicated they would welcome student members.

February 21, 1952

The Administrative Committee reported for information: "*4. Loss of University Faculties to Other Institutions.* There was general discussion of the manner and degree to which governmental agencies and colleges and universities (particularly those with favorable research contracts) entice away faculty members. Both ethical and practical considerations are involved if staff is to be retained and recruited under the present conditions. Departments can aid in this situation by showing due regard for the motivations of individuals and groups rather than attempting only to interpret and combat action of the national government. Involvement of superior graduate students in government-sponsored research may be a disservice to graduate study as well as to research and scholarship in colleges and universities."

The Administrative Committee included a report from the Committee on Education on faculty representation on the Administrative Committee, a study the President had asked for on May 21, 1951. The Committee on Education, for several reasons, concluded that adding faculty members to the Administrative Committee would not "materially improve communication." It offered alternative possibilities. "In discussion, further questions were raised about: the basic concerns of the faculty; the unity of faculty opinion and the possibility of crystallizing it in 'each college or division; the prospect of better faculty representation at every stage in policy formulation (with generally accepted responsibilities and means of selection) ; the representative capacity of the deans; and the functioning of the University as a living organization rather than a formal organizational pattern." The decision was made to wait for the report of the special committee that the president had appointed.

*7. Status of Civil Service Staff Members in the University Senate.* A question had been raised about the status of certain University staff members who are Civil Service appointees serving on Senate committees. There was a suggestion that the Senate Committee on Business and Rules might consider proposing an amendment to the Senate Constitution which would provide that any member of the Civil Service group who serves as a member of a Senate committee may participate in Senate discussions, but not vote." The Administrative Committee decided to wait until a broader report on the Senate was prepared by the Committee on Education.

V. INTERIM FACULTY ADVISORY COMMITTEE While awaiting the report of the Special Committee on Faculty Participation, President Morrill announced he had consulted with Professor Nier and appointed an ad hoc faculty committee to advise him on University matters.

The Tenure Advisory Committee reported that it had been asked by the president to advise him on clarifying ambiguities in the tenure regulations related to findings of fact by the Judicial

Committee and dismissal of faculty members during retrenchment. "The Committee has analyzed the existing tenure code, sentence by sentence. It has now completed a first draft of a proposed codification. This codification introduces some new procedures and amplifies the existing code at points where uncertainties or ambiguities have been revealed by six years of operation." The committee said it would now consider the proposals again, sentence by sentence, and "it will also seek advice and assistance, and has in mind to confer with the Administrative Committee of the Senate, the Judicial Committee of the Senate, and with the Committee on Tenure and Academic Freedom of the University of Minnesota Chapter of the American Association of University Professors."

May 15, 1952

Administrative Committee report of discussions with President Morrill: "The President discussed procedures and principles that might be followed in budgetary planning for the next biennium. . . . He stated his preference for a high degree of college autonomy in planning and said that he depends extensively and primarily on the colleges for documentation of University needs. Cooperation and assistance from the deans' offices will be necessary to the analysis of University operations. . . . The techniques to be followed in the development of the 1952-53 budget were delineated by the President at the March 12 meeting and notice was taken of his plan to have an *ad hoc* interim committee of the faculty operate as a temporary consultative procedure. . . . [After several meetings] no motions were made or called for. Materials were presented as an initial formulation of budgetary procedure, and the President announced that he would immediately give the same data to the *ad hoc* faculty consultative committee with the understanding that further meetings on this subject would be held after the deans had had time to confer with their senior staff members or executive groups. The objections to budget patterns raised by the faculty consultative committee and the Administrative Committee were reported by the President at the April 12 meeting. . . . The President's conference with the faculty committee was reported at the April 16 meeting. Objections and points of concurrence with regard to the budget were taken into account. . . . The President indicated his desire to provide more liberally, within the budget structure, for academic merit increases, and it was taken by common consent that this should be the provision in so far as possible. The problem of consistency among the colleges in distribution of money for merit increases was recognized. It was voted that beyond adjusting salaries to the floors, the money to be made available for academic salary increases should be used for merit increases with the understanding that individual increases may not exceed a stated amount without specific advance approval by the President."

The Tenure Advisory Committee reported proposed changes in the tenure regulations to the Administrative Committee, which reviewed them and recommended that the President forward them to the Senate for action and recommendation to the Board of Regents. "In presenting the report, chairman Vice President Willey, said that this constituted the 17th meeting of the Advisory Committee since its task was begun as an outgrowth of the President's discussion with the Senate November 8, 1951. He explained that no basic or substantive change in the original code of 1945 had been made."

From the Administrative Committee: "*9. Distribution of the Booklet, Good Citizen.* A publication and letter from the American Heritage Foundation was brought before the

committee. It appeared that the booklet, dealing with the American point of view in governmental and social organization, might be given to new students. Since it was apparent that the committee favored some such use of the booklet, the deans were to be given opportunity to study it further. The Dean of Students was to explore with the appropriate student group the student attitudes toward use of the material. On the basis of Dean Williamson's report, later, it was voted to approve distribution of the *Good Citizen* to all entering freshmen in the fall of 1952. Other proposals in the report were that the University consider preparation of a booklet better adapted to its own students and that the President's opening address in the fall be built on the theme of good citizenship. President Morrill approved these suggestions."

The report of the ad hoc Special Committee on Faculty Participation, chaired by Professor Nier, made its report.

"The Senate action was taken in response to the widespread expression of concern on the part of many faculty members that there has been insufficient communication between the administration and the faculty on matters of primary administrative policy vitally affecting the University's educational program. This concern, which has a long history, has become intensified by the complex expansion of the University in recent years and the attendant increased difficulty of maintaining clear lines of communication. The need for improved facilities for consultation between faculty and administration was highlighted in the spring of 1951, when the University entered the present retrenchment period.

"The problem of faculty participation in matters of major policy-making is extremely complex, particularly in a large land-grant institution, such as ours. It involves the entire question of the nature, purpose, and function of higher education, as well as the part the faculty should play in relation to policy decisions affecting not only instruction and research, but also the various specialized services designed for students and for the people of the state. . . .

"Many faculty members, deeply interested in the effective over-all development of the University, have become increasingly aware of the lack of adequate means for the expression of faculty ideas about University policies while they are still in the formative stage. Others, with primary interest in the advancement of their particular areas of instruction and research, have felt less and less responsibility for the development of general administrative policy. The role of the faculty, historically central in University planning, has tended to become shifted toward the periphery. . . ."

There must be a central administration with responsibility for coordination, establishing policies, and making decisions. "Sound decisions on broad policy questions, however, can be reached only by careful deliberation based on full knowledge and understanding of all pertinent factors and their implications. The primary function of the faculty in the formulation of University policies is to crystallize its views on vital issues and bring them to the attention of appropriate administrative officers.

"The need for consultation can be met only through recognition of a twofold obligation--for the exercise of faculty leadership--and for the provision of opportunities for such leadership."

The ad hoc committee had earlier recommended appointment of an ad hoc consultative committee, which President Morrill had done. "The present report now recommends a more permanent consultative committee structure and makes suggestions for continued study of the problem of faculty participation. . . . (1) That the Senate elect a consultative committee of seven members, charged with the responsibility for conferring with the central administration of the University. . . ." There were four additional recommendations, including about consultation

within the colleges and a call for the Committee on Education to consider a reorganization of the Senate, and a detailed prescription of how the new consultative committee would be elected and who would be eligible. The president is to choose the chair from among those elected. (The chair of the Business and Rules Committee pointed out that the proposal would require a constitutional amendment because as written, the constitution called for the president to make all committee appointments, subject to the approval of the Senate. The amendment was proposed.)

The Committee on Institutional Research reported on the major findings of the 1950-51 studies of faculty activities. Excerpts:

1. The total load of professional activities carried by [U of M] faculty members is generally very substantial. The activities reported by the typical faculty person had claimed 48 hours per week.
2. Faculty members carry a great multiplicity of functions. Teaching, counseling, research, writing, work for professional organizations, administrative and office responsibilities, campus and noncampus service call for much diversity in daily work.
4. Tenure (senior), and non-tenure (junior) ranks tend to be clearly differentiated on practically all types of professional activities. Professors and associate professors generally devote more time and participate in a wider range of professional activities than faculty holding junior ranks which are most clearly differentiated by their tendency to heavy concentration on graduate study and somewhat heavier teaching responsibilities.
5. Graduate teaching and advisory loads are carried almost entirely by faculty in senior ranks, though there are some variations from college to college. The graduate advisory load is carried by approximately one third of the academic staff and is sharply concentrated in a few colleges.

The Committee on the Relation of the University to Other Institutions of Learning presented a draft revision of the policy on relationships with prospective students, affirming the ban on recruiting, which included this example: "*B. Among the inappropriate kinds of activities are the following: (1) Encouraging a student to attend the University of Minnesota and directly or indirectly discouraging his careful consideration and evaluation of other educational alternatives.*"

As the Administrative Committee had recommended, the president sent the proposed changes to the tenure regulations to the Senate members. The lengthy list of proposals came up for a vote and was approved.

November 30, 1952

The Business and Rules Committee reported that the Regents approved the changes to the bylaws allowing the election of the Faculty Consultative Committee (FCC) and the changes to the tenure regulations. The bylaw for FCC included, as originally proposed, included 7 elected members who must come from the Senate or the Administrative Committee, and if no one is elected from the St. Paul or Duluth campuses, the elected members shall appoint one. Elected members serve for 3 years and only an elected member may be appointed chair (by the president). "The Committee shall meet with the President at regular times to discuss matters of policy relating to instruction, research, personnel, service functions, and the budget. It shall be empowered to appoint subcommittees or employ other devices which it regards as appropriate in

initiating and furthering communication between the faculty and the President. It shall report to the Senate at least once each year."

The Administrative Committee reported a proposed policy on evaluating the educational experiences of returning veterans, who were expected to enroll in large numbers. It also reported on "*5. Issuance of Certificates in the Name of the University*. There was discussion of the different certificates issued by the University which testify to achievement or attendance. General approval was given the use of such certificates, but there was concern about the record-keeping and the great variation in practices and requirements, since false impressions might be created." The Committee on Education was asked to look into the matter. The Administrative Committee also reported on "*10. Information Required with Recommended Appointments*. Earlier discussion in the committee dealt with the need for careful completion of the 'Requests for Information' form required of new academic appointees. Materials accompanying recommendations of appointment are still not all that might be desired. Deans and department heads should document proposed appointments with continuous records of previous employment and responses from several references. In general, reference responses should be current, and among them should be some from individuals not necessarily named by the candidate."

The ad hoc faculty committee, appointed pending creation of FCC, reported, noting it had essentially the same functions as the new FCC approved by the Senate and Regents. "(1) to establish and keep open a direct line of communication between the teaching and research faculty and the President as the head of the University administration; (2) to elicit from the faculty and to relay to the President the thought of the faculty on University problems; (3) to give the President also the committee's own best judgment on the problems and policies of the University; and (4) to report to the faculty from time to time in such ways as are most likely to create an informed and responsible faculty opinion on the problems of the University.

The *ad hoc* committee has no staff: it has no budget; it has no power to decide any Question of University policy or to interfere in any branch of University administration. Its functions are purely consultative. Its effectiveness, and the effectiveness of the standing committee that is to take its place, must depend almost entirely upon the knowledge and wisdom that lie behind its recommendations, and the ability with which it presents them."

"There is general agreement that the committee should not become responsible for the administration of any University activities, and that it should not even become a fact-gathering agency in any situation where an existing University committee or administrative unit is in position to gather facts for it."

"2. The biennial budget for 1953-55 has occupied the attention of the consultative committee more than any other problem. . . . The committee called special attention to the trend of the salaries for all three professorial ranks since 1939-40 to fall farther and farther behind the rise in the cost of living, behind the advances in general wage levels, and behind the increases in the average incomes of such professions as medicine and law. The ability of the universities to attract into their teaching and research services their fair proportion of the ablest graduates of professional and graduate schools has already been seriously impaired by the competitive advantages now held by private research organizations and industrial laboratories, by the private professions, and even by government service. . . . In the light of this situation the consultative committee has recommended that in every way possible the President and the Regents put the rectification of the professorial salary scale ahead of new projects and the construction of more

buildings, and that they endeavor to get legislative support for some arrangement whereby further increases in the cost of living will be met for the faculty as they are met annually for the civil service staff."

The committee thanked President Morrill "for the sincerity and candor with which he has dealt with the committee, and for the time, thought, and effort that he has put into our joint meetings."

February 19, 1953

The Administrative Committee reported on the work of an ad hoc committee, which had suggested "that the President have badly needed assistance on research matters and proposed also that a new All-University Research Committee be set up to advise the administration, help the faculty, and improve communication in research areas. . . . The President, in reviewing comment and discussion of the whole matter, reiterated that it is important not to direct research or inhibit the freedom of those approaching prospective donors. He asked that, considering all admonishments and precautions, the plan be conveyed to the Regents as conveying the essential approval of the Faculty Consultative Committee and the Administrative Committee.

"In discussion, many members held the belief that all-University review of research could strengthen and liberalize the position of that work on the campus; that the alternative of further inaction would be worse than any conceivable bad outcomes from this proposal." The Administrative Committee recommended the President bring the proposal to the Regents.

The Administrative Committee also reported: "*7. Allocation of Funds Derived from Overhead on Research Contracts.* The budget of the current year contains expected income from overhead on research contracts which is listed as an item for support of research and for procurement of special research equipment. The President had had conferences with the temporary Faculty Consultative Committee, the Dean of the Graduate School, and others on the expenditure of this money. He reported for information (and will so report to the Faculty Consultative Committee) a procedure to be used in the current fiscal year for the authorization of these expenditures and asked for recommendations regarding the future budgeting and use of such money."

The Administrative Committee reported on a contretemps with *Minnesota Technologist*, a student publication, about humor in one of its issues. It heard from the students involved and eventually adopted a statement. "The Administrative Committee of the Senate concurs with the Dean of Students and the Senate Committee on Student Affairs in condemnation of the low standards of taste evidenced in recent issues of the *Minnesota Technologist*. It believes that the kind of humor published is not only a serious breach of standards of good taste and decency but also a disservice to the University as a whole.

The Administrative Committee trusts that the issue will be resolved by the Dean of Students and the Committee on Student Affairs. . . . Nothing less than a thorough and responsible plan carried into action in the future can justify the continuation of the publication under University sponsorship."

The Committee on Student Affairs approved a proposal to add students to the Discipline Committee.

The Senate Committee on Intercollegiate Athletics reported that it had, again, voted to oppose an extension of the contract with the Pacific Coast Conference for the Big Ten to play in the Rose Bowl.

The Committee on Student Affairs proposed a new rule that the Senate approved: "the Committee on Student Affairs recommends that the Senate policy be changed to provide that students must maintain a satisfactory scholastic standing within the college in which they are enrolled in order to participate in student activities, programs, and organizations. Exceptions to this policy may be granted by the Office of the Dean of Students with such exceptions reported to the Senate Committee on Student Affairs for review."

#### April 14, 1953 Special meeting

"President Morrill said that he had called the meeting so that he might talk informally about the appropriations request and its progress in the Legislature." He provided a statement by the Board of Regents, which began "It is not possible for the Board of Regents to believe that the appropriations recommended for general maintenance of the University of Minnesota by a majority of the House Appropriations Committee will represent the final and considered judgment of the whole House of Representatives and the Legislature. . . . It must be remembered that even with an increased appropriation by the Legislature of 1951, serious retrenchment was necessary. Annual full-time student enrollment estimated two years ago at 17,000 has averaged more than 18,500. Actually, it was more than 19,000 last autumn and will probably exceed this number in the autumn of 1953 and 1954.

"More than \$1,300,000 in staff positions were abolished and tuition had to be increased to meet higher staff salaries, academic and civil service, requested and mandated by the 1951 Legislature and to meet the inflated costs of everything the University must buy.

"We recognize the difficult revenue and taxation problems which confront the Legislature. But there is no agency of the state more directly and productively useful than the University in the improvement of the wealth and welfare of Minnesota and its taxable resources. We believe this fact has not been sufficiently realized."

President Morrill provided also his own statement on the draconian implications of the recommendation, as did Vice President (finance) William Middlebrook.

#### May 21, 1953

The Administrative Committee reported on budget discussions. "Although the fiscal outcomes were very serious in view of lack of funds and certain legal commitments of money, the total outcome was good considering the institutional difficulties and the prevailing state economies. It was suggested that the University staff understood these things and appreciated what had been done. However, serious curtailment of University plans will be necessary, and internal budgeting will be very difficult." The president had spoken with FCC, among others, and discussed "the national situation as it reflected support of public colleges and universities and made special reference to the probable financial aid to the University. Emphasis was placed on the importance of our having administrative officers and faculty look critically at the functions and activities of the University of Minnesota. This should be done with the realization that even while all agree



on the importance of maintaining or raising standards with a greater educational task impending, the best that the University can anticipate is support for level operation only."

The Administrative Committee left to Vice President Willey and the law librarian a decision on how to respond to law students who had "vigorously requested" that the law library be open on Sundays—but only experimentally for spring quarter 1953.

The Committee on Education reported that it was considering a reorganization of the Senate, as it had been charged to do, and noted that "the present constitution was drawn up about forty years ago, when conditions of University operation were very different."

The ad hoc FCC made its final report, before the new FCC came into existence. It again commended President Morrill for his candor and confidence in the committee. "We regret that we cannot report as favorably with respect to communications from the faculty. We have emphasized the point in Senate meetings and have tried to spread the idea by word of mouth that we would like to hear more from the faculty as to the things they would like to have the consultative committee do. . . . We have had a number of oral communications through the medium of individual members of the committee, but have had very few written communications addressed to the committee. We feel that this is one point on which the members of the Senate and other members of the faculty could do very much better. "

The Senate adopted a "Statement of Athletic Purposes."

On recommendation of the Committee on Student Scholastic Standing, the Senate approved an overhaul of University policies concerning "scholastic probation and exclusion for low scholarship."

The Committee on Student Affairs reported action taken against several students involved in *Minnesota Technolog* because they did not fulfill obligations the committee had imposed. A different docket item reported that the students appealed; the Senate approved a motion that the president appoint an ad hoc appeals committee to make a recommendation to the Administrative Committee, which would make the final decision. The Senate voted against a motion to allow the students to appeal directly to the Senate.

#### November 19, 1953

Vice President Willey, presiding, noted the initiation of the practice of reporting to the Senate the appointments to non-Senate committees and boards. For 1953-54, the list included 43 such groups (e.g., Board of Admissions, Convocation Advisory Committee, Defense Mobilization Committee, Group Insurance Committee, All-University Committee on Industrial Safety, Committee on Military Service, Patent Committee, Public Relations Advisory Committee, Board of Review on Residence Status, Committee on Summer Research Appointments). "The list grows each year, reflecting the increasing complexity of the University."

The Administrative Committee reported: "2. *University Self Survey*. It was planned at the time the 1953-54 budget was drawn that during this year the Administrative Committee would interest

itself in University economy and philosophy of work trends in a retrenchment situation. Careful and efficient planning for the second year of the biennium will indeed make this necessary, as perhaps will proposed interim legislative studies and problems of increasing enrollments in a period of rather static financial allowances. The Faculty Consultative Committee has been invited to consider such problems and to make suggestions. The Regents have also interested themselves. Recently a project of some national scope has been developed between the University of California and certain large institutions in the Western Conference. There was a brief report to the Committee on the objectives and planning of the national study. It will touch on three areas of concern: administration, physical plant, and instruction. All agreed that great care needs to be exercised in any work of this kind, that institutional comparisons are perhaps not possible, that the outcomes are more likely to reflect differences and patterns of organization than similarities, and that when the fact-finding work is done there will remain the major problem of establishing consonance of ideas."

"3. *AAUP Recommendations on Faculty-Administration Relations.* The American Association of University Professors had transmitted to the President an account of actions taken at the annual spring meeting of the local group. These had come as a result of a study made by the AAUP concerning the sharing of responsibility at departmental and college levels, in the spirit of the University and under its rules. Many questions were raised in the Committee since the request appeared to assume a kind of uniformity of organization that does not exist. The authority of central administration to do as suggested was questioned, in view of our college autonomies. Some thought that there was implicit in the requested control a kind of rigidity and restriction which would impose handicaps on the educational ongoing of the primary units of the University. No action was taken."

On recommendation of the Administrative Committee, the president was asked to appoint a committee on "Use of Electrical Recorders in University Classes. "Questions arise as the subject assumes a double aspect: (a) normal use of recorders (presumed to facilitate student learning) and (b) possible secret use of them. It seems that many problems arise in the electrical recording of classroom lectures and discussions, particularly if surreptitious motives of individuals have to be dealt with or if responsibility for the recording is not retained by the teacher."

The ad hoc appeals committee on the *Minnesota Technological* sanctions upheld the decision of the Committee on Student Affairs. The report to the Senate included this language: The ad hoc appeal committee "believes that the Senate Committee on Student Affairs performed a valuable and necessary service in attempting to develop in a student group an awareness of and an acceptance of general University concerns and policies. It seems apparent, however, that this process needs support and some attention from the faculty of the college in which the student activity resides. Perhaps in the present instance the faculty might have shown more concern and exerted its influence early to correct a situation in which a few students led by one individual who mistook liberty for license) stirred up what might have become a University scandal. . . . A second point to be noted is that perhaps an appeal of this nature should not occupy the attention of the Senate or of the senior administrative officers of the University without some showing that an appeal is justified."

FCC reported that it endorsed a plan to establish an all-University Research Committee, recommended improved budgeting procedures, and endorsed a self-survey of all University activities.

The Committee on Student Affairs reported that it would allow 13 fraternities and 1 sorority to remain recognized student organizations provided they continued to make efforts to influence their national organizations to remove discriminatory clauses in their constitutions (and make an annual report on the steps they have taken to do so).

#### February 18, 1954

The Senate referred back to the ad hoc committee proposed rules governing recording of classroom lectures.

The Administrative Committee reported that it had received a report from the All-University Scheduling Committee on semesters versus quarters; the report recommended retaining the quarter system as well as increasing the number of 5-credit courses, among other things.

The Administrative Committee reported that "the President had circulated a report of the Committee on Fees. Its chief recommendations were: (1) a proposal for elimination of course fees within schools and colleges (through inclusion of these in tuition) ; and (2) suggested division of incidental fee charges between tuition and a reduced, less inclusive, incidental charge. The President outlined with care numerous problems that have recently grown out of our fee structure."

#### April 22, 1954 Special meeting

The meeting was devoted to a revision of the Senate constitution. The Committee on Education presented a 19-page report, including a proposed new constitution and bylaws. The major change was to make it a representative body rather than one composed of all members of the faculty, with a majority from the ranks of Associate Professor and Professor. One proposal was to keep Senate meetings closed to all except elected members. (Senate meetings were not open to the public.) "A proposal to keep meetings of the Senate closed to all except elected members lost by an almost unanimous vote. A proposal to have the meetings open to professors and associate professors with the right to attend and participate in discussion carried by almost unanimous consent. A proposal to allow such professors and associate professors also the right to vote lost almost unanimously. . . . The thought was then expressed that anyone eligible to vote for representatives should be allowed the same privilege. The discussion of this point resulted in the following ACTION: It was voted to extend equal privileges (right to attend and participate in discussion) to other classes of faculty (instructors and assistant professors). The vote on this motion was 76 for and 74 against." With respect to bylaws, "attention was then given to whether Senate committees should be elected by the Senate or continue to be appointed by the President and confirmed by the Senate. ACTION: A proposal to have Senate committees elected by the Senate failed to carry by an almost unanimous vote. . . . *Limited participation of students.* ACTION: It was voted to approve the limited participation of students as provided in the constitution."

May 20, 1954

The Administrative Committee reported approving a recommendation to the Regents for short-term leaves for tenured faculty members. It also reported: "*6. Proposed Form for Filing of Requests for Noncampus Service.* The University has a liberal policy with respect to consultantships or similar noncampus services by members of its staff. It appears that without proposing any new regulations, or invoking new policies, there is need for systematization and prompt, complete recording of information on these matters. The President relies heavily on department heads and deans to make sure that the University interest will not be sacrificed in our acceptance of such appointments."

FCC reported on a "*University Policy Concerning Possible Subversives on the Faculty.* This question continues to occupy the attention of both the faculty and the administration.

The Consultative Committee has already discussed it several times with President Morrill and it hopes to be able to do so again soon. When two teaching assistants were recently accused of being or of having been Communists, the committee approved of President Morrill's appointment of a special faculty committee to investigate the charges before taking any action. It approves also of his decision to accept the judgment of the faculty committee and to act accordingly. The committee has been giving careful study to a statement on the subject recently prepared at its request by Professor Henry Ehlers. Whether this or any other general statement on the subject will meet with the approval of the committee, or be such as to be of practical value to the University administration, remains to be seen."

The Senate voted almost unanimously to approve the new constitution and bylaws after changes were made in response to points made at the previous meeting.

November 10, 1954

President Morrill reported that the Regents approved the revised Senate constitution.

The Administrative Committee reported on the self-survey. "The President reported on material received in the University Self-Survey, early in the summer of 1954, and expressed general impressions which he had gained from preliminary examination of the more than 5,000 pages of documentation."

The Senate Library Committee submitted a report on problems with the libraries. "On June 30, 1954, the holdings of the University of Minnesota Libraries passed the 1,750,000 volume mark. This means an increase of more than one million volumes during the past twenty years and presents the Library Administration and the Senate Library Committee with many serious problems. These problems, involving space, personnel, and financial support, will become even more serious if the Library continues to grow on a scale comparable with that of the past two decades. . . . The problems centering in the Library's ever-increasing collections and in financing the entire Library program, in the face of mounting costs, have become increasingly critical. While the basic Library book budget has remained geared to the "\$1.00 per quarter-per student' formula established before 1930, many of the most important scholarly journals, which the

Library must continue to receive regularly, have increased from 30% to 60% in annual subscription costs. Because of its responsibility for approving all periodical subscriptions, the Library Committee is particularly aware of the increase in new titles which the Library must acquire to support new departmental programs and development in research areas in which few publications existed until World War II."

### "XIII. DISCUSSION OF THE PARKING SITUATION

This topic was placed- on the agenda at the request of Theodore Hornberger on behalf of a group of Senate members who are of the conviction that parking has become so great a problem as to hamper the effectiveness of the teaching program. A petition on this subject signed by ninety faculty members was filed.

It was-moved and seconded that the University provide, for every faculty member who needs it, free or nominally priced reserved parking space convenient to the building in which he has his office.

Extended discussion ensued during which Vice President Middlebrook pointed out the financial considerations involved.

A substitute motion was then made, seconded, and passed that the President appoint a representative committee of Senate members and others to consider the proposal and report back to the Senate."

Under new business, "Dean Morse said that as we now have a representative Senate it is important that there be systematic reporting back to constituencies by members present. If members do not do this we will fail to fully achieve one of the main purposes of the new constitution."

### December 9, 1954

FCC reported on several issues. Two of them were Social Security and subversives. On the latter, "Professor Henry Ehlers, the Duluth Branch representative on the Consultative Committee, prepared for the Committee at its request an excellent general background statement concerning the protection of academic freedom. This statement was submitted to President Morrill without the specific endorsement of the committee, but with its approval in principle. Everyone recognizes, of course, the great importance of the subject, and many see the implicit threats to academic freedom and tenure that are latent in such investigations as have recently taken place. At the same time it is difficult to formulate any specific statement that is likely to cover all important situations, and the committee members feel that it would be unwise to attempt to bind the administrators of this or any other university to any thing more definite than the essentials of due process and the exercise of sincerity and good judgment when cases arise. After all, general principles do not decide cases. The manner in which certain charges affecting some teaching assistants were handled earlier in 1954 illustrates what is meant by due process applied in a sincere effort to get at the truth.

On the subject of Social Security the members of the Consultative Committee believe that they represent the feeling of the faculty in urging that it would be in the interest of the University to bring the academic and civil service staffs of the University under the Social Security system in 1955, to provide a supplement to the existing provisions for retirement. A recent act of Congress has made this possible, but local action is required."

FCC also commented on governance and the new constitution. "The practice of consultation between the President and the Consultative Committee has become accepted and is being followed up with sincerity and frankness on both sides. As this fact has become more widely appreciated throughout the University it has undoubtedly done much to improve the morale of the faculty."

Noting that the Senate was now representative, and that FCC members are also Senate members, "the committee continues to have also a separate status as a small representative faculty group for frequent consultations with the administration about policies but without any powers to take action.

"There is nothing necessarily incompatible between the functions of the Consultative Committee and those of the reorganized Senate, but it will take time to work out their respective roles and their relationships. In the meantime there is a possible danger that the consultative mechanism and relationships that have been developed will be taken too much for granted, and that faculty members will rely too much upon the members of the Consultative Committee alone to sense the needs and the desires of the faculty with respect to University problems and policies."

The Senate approved a motion that "reports of Senate Committees that have student members be grouped on the docket and that student members of all reporting committees be admitted to the Senate for the duration of discussion of all of these reports to minimize interruption of the meeting."

#### February 3, 1955

The President informed the Administrative Committee that he would bring to the Regents a plan to include faculty and staff in Social Security.

Under new business: "2. *University Legislative Request for 1955-57*. The President discussed some of the questions that have arisen in hearings on the University Legislative Request and particularly the legislative research committee (L.R.C.) report. He indicated that the charges and implications of this report were so serious that immediate and vigorous objection seemed imperative. 3. *Vote of confidence*. A motion for a vote of confidence in President Morrill for his handling of the L.R.e. questions was adopted by unanimous applause."

#### April 28, 1955

The Senate received from the Committee on Student Affairs a lengthy proposal to establish an All-University Judiciary Council to deal with student disputes and discipline and to create an appeals mechanism for student organizations. Following extended debate, the Senate referred them back to the committee for further work.

Under new business, "President Morrill gave a resume of the maintenance appropriations which underwrite the basic integrity and service of the University but will require stringent budgeting for the next two years. Although the appropriation was a net increase of \$1,981,000 over the previous biennium there are certain encumbrances the extent of which at present are not fully

known. . . . He characterized the session as much more difficult, strenuous, and disturbing with many more hearings than in previous years. The acute problem of taxation and income transcended the issue of University support. The final taxation compromise, so difficult to work out, helped to rescue the University from critical retrenchment and downgrading. . . . He indicated that he feels the legislature did the best it could in a very tight fiscal situation, and that we have great reason to be heartened and grateful for the final outcome."

#### June 2, 1955

The Committee on Committees recommended bylaw changes eliminating two committees and incorporating their work in the charge to the Committee on Student Affairs. Both committees concurred in the recommendation. Another was to be abolished and its responsibilities transferred to the administration. The Senate approved the changes.

The special committee on parking, requested by the Senate the previous November, presented its report. "The committee met [12 times]. It assumed from the first that it should inform itself thoroughly about the parking situation, and it was immediately bombarded with complaints and suggestions." The committee offered observations, including these. "Free parking does not seem to the committee to be feasible. It seems clear that further acquisition of land for parking purposes will be necessary throughout the foreseeable future, and that, therefore, aside from the problem of upkeep, some charge for parking should be continued. . . . The committee finds no evidence, however, that anxiety for income has been a factor in pricing the various parking facilities. . . . The committee is satisfied that the Traffic Department and administrators responsible for planning must be commended for the policy of land acquisition which has been followed, and for the long-term vision of parking ramps at convenient places around the Minneapolis Campus. . . . The committee has found as expected that in general the parking problem grows out of the fact that not enough inexpensive and conveniently located parking space is available to care for the number of persons who want it." The committee made a lengthy set of recommendations to deal with the problems.

#### November 10, 1955

*"Be It Resolved*, That the members of the University Senate, as representatives of the faculty, wish to have spread upon the records of the Senate, in the words of this resolution, their deep sense of gratification over this addition to the insurance and retirement provisions [Social Security] afforded by the previously established faculty retirement plan. . . ."

#### December 8, 1955

The Committee on Student Affairs reported that it had "in the fall of 1954 appointed a subcommittee to review the current policy for the approval of off-campus speakers. . . . During the course of the year this committee met with various members of the University administration, faculty, and students to obtain a wide range of opinions and suggestions. The report of this committee, as accepted by the Senate Committee on Student Affairs on June 10, 1955, is as follows:

'The Senate Committee on Student Affairs reaffirms the action of the Senate Committee on Student Affairs taken on January 9, 1936, in which the procedure of approval of outside speakers sponsored by student groups was enunciated."

"A motion was made by Professor Sibley and seconded that: Be it enacted . . . that recognized student organizations may invite whomsoever they will to speak before them, provided only that space is available and that what is ordinarily thought to be good order is maintained.

A substitute motion was made by Professor Visscher and seconded that: Be it resolved that the motion by Professor Sibley be referred to the Committee on Student Affairs with instructions that this committee re-study the problem and confer with [other groups and] return a report to the Senate." The Senate approved the substitute motion "after extended discussion."

An item of new business was introduced and adopted: "RESOLVED: That at an appropriate time, to be designated by President Morrill and before a final decision has been reached, the Senate have the opportunity to discuss the educational implications of the suggestion that the Department of Physics be transferred from the College of Science, Literature, and the Arts to the Institute of Technology."

#### February 2, 1956

After a vote to grant blanket authority to non-Senate members to participate, and after long discussion, the Senate adopted a statement:

"WHEREAS, All university actions having educational implications are of concern to the Senate; and

WHEREAS, The Senate holds that the transfer of study from one major unit to another within the university has educational implications and effects;

*Therefore, be it moved* That the Senate shall carefully and fully study the educational implications and possible consequences of any such contemplated transfers; and that the Senate Committee on Education be charged with the responsibility of conducting such a study and of reporting its findings to the Senate for consideration and formulation of recommendations."

#### March 8, 1956

The Senate Committee on Student Affairs reaffirmed its position on requiring approval of speakers brought to the campus. Its proposed policy began by indicating the committee "maintains that an essential part of the education of each student is the availability of diverse viewpoints expressed by speakers engaged by student organizations. To limit opportunities to hear various viewpoints would be inconsistent with the educational responsibility of the University. A necessary complement to the classroom is the opportunity to review and discuss opinions of speakers representing varying attitudes concerning human affairs.

"The committee believes that all departments of the University, including the Senate Committee on Student Affairs, should seek to encourage and assist student organizations in furthering opportunities to hear the widest range of viewpoints held and advocated regarding issues that divide our society." But approval was still required by the Dean of Students.

The committee reported included a minority report that read in part:



"We of the minority wish to express our support of the speaker policy outlined in the majority report and urge its adoption by the University Senate. . . . We cannot, however, express support of the proposed policy without making clear that the policy is not our concept of the best speaker policy which the University could have. We believe that the goal towards which the University should move is the removal of the requirement for prior approval of speakers sponsored by student organizations. We believe that the principles embodied in the preamble to the proposed policy, regarding the need for the availability of diverse viewpoints and the undesirability of limiting the opportunities to hear various viewpoints, indicate that student organizations ought not be required to secure prior approval of speakers whom they wish to hear. We believe that recognized student organizations ought to be allowed to invite whomsoever they wish to appear before them, provided only that space is available and that what is ordinarily thought to be good order is maintained."

The Senate adopted the majority report.

#### April 12, 1956 Special meeting

Most of the meeting was devoted to a discussion of the move of Physics from SLA to the Institute of Technology. The Senate considered and defeated several motions and then adopted two:

"Intercollege transfer of departments is a matter of University educational policy and should always be reviewed by the Senate. A policy decision by the Senate with reference to the impact of such a transfer upon the educational program of the University may, if so specified by the Senate, be submitted as a recommendation for consideration by the President in the light of administrative appraisal and support.

"In the interests of the total University program, the administrations of the University and of the several colleges and schools are encouraged to scrutinize with care the interrelation of courses and curriculums between colleges or departments in order to ensure that, insofar as possible, proposed additions of courses or staff are necessary for the discharge of the total University function, and that the existing staff and curriculums are utilized at an optimum level."

#### April 26, 1956

The president read a statement reporting that he would recommend to the Regents that Physics be transferred to the Institute of Technology. He commented that "the proposed transfer, it is evident, has been a very controversial issue. It has received the most extended and serious consideration, academically and administratively. It has been the special subject of discussion at two meetings of the Senate. It has been studied thoroughly by the central University Self-Survey Committee which unanimously recommended that the transfer be made. The thoughtful although somewhat inconclusive report of the Senate Committee on Education which, by a vote of 10 to 5, opposed the transfer failed to receive endorsement by the Senate. Within my experience, no major matter of University policy has been so widely, completely and conscientiously canvassed and debated as has this one. Nor is there any academic matter to which I have devoted more time and thought in seeking to appraise every aspect of the situation from which this recommendation to you has been resolved."

The Administrative Committee reported lengthy discussion of a report from the University Scheduling Committee about class scheduling, concluded that it had to treat the situation as an emergency, and voted that, for example, "(a) Multi-sectioned courses should be so scheduled that within 2 years' time (by 1957-58) the number of sections meeting Monday, Wednesday, and Friday mornings will comprise no more than 1/2 the total; for next year (1956-57), they shall comprise no more than 2/3%."

The Committee on Student Scholastic Standing reported that it had voted to grant an exception to the grading policy to the Medical School so that it could use a pass-fail system rather than the traditional letter grades.

The Senate requested the Committee on Education to lay out its long-range plans.

#### June 4, 1956

A lengthy ruling from the Business and Rules Committee affirmed the right of the Senate to permit non-members to attend and speak at Senate meetings.

The Committee on Education submitted a long report indicating it is a policy study committee and it needs time to study before reporting to the Senate, time it did not have in some recent cases. It reported on the issues it had taken up during the past two years: new faculty orientation and a revised faculty information bulletin, issuance of certificates, assistance to faculty in evaluating student achievement, more economical use of facilities, and the transfer of Physics. For the upcoming year it would study policy implications of a survey of departments on curricula, a survey of scheduling patterns, and an increase of graduate students in teaching. It would also participate in discussions about projected enrollment increases, state and national committee work related to enrollment increases, and implications of enrollment increases for entrance requirements, faculty attitudes toward transfer students (which number is expected to increase), and for student and staff welfare. It asked the Senate for permission to appoint subcommittees and asked that it be given enough time to do its work. The Senate approved.

#### November 8, 1956

The Administrative Committee reported that the "President, on October 10, 1956, convened the third in a series of meetings of the Administrative Committee and the Faculty Consultative Committee devoted exclusively to determination of the building and land needs of the University in the immediate future and over about the next 15 years. . . . On the crowded Minneapolis Campus, in particular, expansion should so far as possible leave the professional, upper division, graduate, and laboratory-type units where they are. . . . It seems inevitable that gradually much lower division work must move westward from the present campus center, across the Washington Avenue bridge. Such change of campus boundaries appears to be possible, logical in terms of rounding out the campus dimensions, and was taken as an ultimate goal in the plan suggested. . . . The University must strive, he said, to have a higher degree of flexibility in space use and assignment and acceptance of the idea of a common use of buildings wherever that is feasible."

The Committee on Education provided a lengthy report on state and national studies of higher education.

The Senate voted to approve the recommendation from the Committee on Intercollegiate Athletics that the University vote (in the Big Ten) against expanding the number of football games from 9 to 10.

December 13, 1956

The Committee on Education provided a lengthy report on enrollment projections. It projected undergraduate enrollment to range from 39,000 to 47,000 by 1970. The report included a discussion of selectivity and quotas. "Just how much more selective the University may be in admitting freshmen must relate to its present degree of selectivity and its conception of the University's role in public instruction. Its selectivity varies from college to college and program to program, and grows from year to year. But what the University does in its various colleges tends to add up to what is regarded as over-all University practice. It was pointed out in the beginning of this discussion that the University has the authority to be selective in all of its colleges and that it exercises this authority fully even with in-state students. . . . For the present record, it may be sufficient to note that, considering all new freshmen at the University in the fall of 1955, 70 per cent ranked in the upper one-half of Minnesota high school graduates, as far as grades were concerned, and almost exactly one-half of our freshmen were chosen from the upper 30 per cent of the performance range of Minnesota high school graduates. . . . The University is now very selective."

The Senate approved a recommendation from the Committee on Student Affairs that it "should take a firmer attitude toward the chapters that still retain discriminatory clauses" and "because 'gentlemen's agreements' and ritual clauses present problems of a peculiar nature, local chapters of national fraternities will be considered as having bias clauses when national incidents indicate discriminatory practices of the national group. Such action would clearly indicate the presence of a *de facto* clause and would be basis for judicial action against the group."

Under new business, the President reported adoption of a policy on appearances before the legislature that had been approved by FCC; it read in part: "There are occasions when members of the University staff are requested or wish on their own initiative to appear before state legislative committees on matters other than those involving the University's legislative program. Such appearances would be as individuals, although admittedly it is sometimes difficult to distinguish the activity of a staff member as such from his activity as an individual citizen. In this connection, it is always a responsibility of a staff member appearing before a legislative committee to make clear at the outset the status of his appearance, either as a University staff member or as an individual citizen."

February 7, 1957

The Committee on Education submitted the third of its lengthy reports, this one on the implications of increased enrollment for University admission policy. It posed three questions which the Senate discussed but on which no action was taken.

- a. Should there be greater selectivity in admissions than there is at present?
- b. Should the University make a greater effort than it now does to identify and assist the superior student?
- c. Should admissions be limited to student bodies for whom competent teaching personnel can be obtained?

On each of these issues opinion is divided within a subcommittee of seven members. It seems probable that faculty opinion likewise is divided as to the course of wisdom.

The report presented the pros and cons of more selectivity and then concluded "much of the discussion of increased enrollments appears to assume that when the students arrive there will be competent teachers to instruct them. In many units of the University, this assumption appears to be growing more untenable day by day. There are simply not enough trained people to go around. Nor will money alone be enough to maintain the quality which attracts to a university the type of teachers everyone wants. An overburdened staff, skeptical or cynical about the integrity of its teaching, is not unimaginable, and ought probably to be a specter in the dreams of all who look at the estimates of enrollment in 1970."

March 14, 1957

The Administrative Committee reported:

"6. *Participation of the University in Educational Television.* The Administrative Committee had received from the President a proposal developed by the University Radio Policy Committee for the management of television at the University. In introducing this report for discussion, the President commented on the growth of the use of television as a medium for education. . . . The problems of management and budgeting were discussed and it was brought out that participation becomes very much a departmental and faculty matter with University involvement going far beyond the indication of central budgets. For even a nominal beginning in this field, there will need to be serious planning and extensive acceptance by the staff of the opportunities which the various teaching units may see in use of this medium.

"Dean Nolte and Professor Burton Paulu were asked to comment concerning the growth of educational television and the opportunities and responsibilities which they foresaw in it. They described a most phenomenal growth of this means of communication within the last 12 years, an expanding participation by educational agencies in use of both commercial and closed circuit television, and possible changing emphasis on several of the audiovisual tools of instruction. The University has great advantages of experience and available audiences in broadcasting. Whatever we may undertake, we should begin now and should pursue with emphasis on quality and the pertinence to our educational interests. There should be an alertness to the possibility that uses of communication means may quickly take new directions, or that public interests may change. The planning and study of methods should be beyond the obvious instructional uses and should consider new educational applications or programs of great general interest to highly varied audiences."

The Committees on Education and on Institutional Relationships submitted report from a joint subcommittee on "The University's Responsibility for Sub-Collegiate Instruction." The report reviewed what preparatory education is, why students need it, where the University already offered it, and made recommendations that were endorsed by the Senate. "(a) that present offerings now fully identified as preparatory (Preparatory Composition--by varying names in the

different colleges-Subfreshman Mathematics, Solid Geometry) be continued as daytime, no-credit, offerings, (b) that the administration of such courses be the responsibility of the department or school for which the preparatory courses are primarily required, (c) that a special fee be required of students registering in preparatory courses, such fee sufficient to cover the major costs of administration and instruction, (d) that the registration and fee collection be accomplished through the normal registration procedures, with fee income for preparatory courses credited to the budgets of the departments offering the courses and to be used in underwriting the costs of administering and staffing these courses, (e) that a vigorous program be undertaken to interpret to high schools and other institutions the University's position as it relates to the offering and administration of preparatory courses."

May 2, 1957

The Administrative Committee reported on recommendations it had approved from the Committee on Institutional Relations on the need for "University-wide review of changes in college policies and practices in terms of their effect on other colleges of the University or outside educational institutions." The recommendation was to "Develop improved procedures and machinery for review of proposed changes in policy or practice within the Senate Committee on Institutional Relationship. This alternative involves a strengthening of current practice and necessitates

- a. Early review of proposals
- b. Development of procedures for getting reactions of the separate colleges both within and outside the University.
- c. Establishment of needed channels of communication."

The Committee on Education had reviewed reports and data concerning the curriculum and submitted a report calling for a subcommittee to "study existing reports and recommendations regarding curriculum change. . . , develop a system for recording and classifying the present curriculum structure of the various colleges and a method for supplying curriculum information to any college requesting it. . . , [and] recognize problems of policy which might emerge from accumulating curriculum modifications, additions, or deletions, and which should be brought to the attention of the Senate Committee on Education for possible Senate action." It also recommended curriculum practices. The report observed that

"Before presenting the recommended practices, which do not of course bind any college or department to their observance, it is essential that a further proposal of the Committee on Education be made. This committee is convinced that the curriculum development of the total University structure is so complicated as to demand further study and some guidance. No one in the University, no committee, and no University office, has at present a comprehensive and specific knowledge of the curriculums of the various colleges and departments, of the manner in which these interrelate, or of the trends which may be present. Until some comprehensive picture of the total curriculum is developed an individual college or department has difficulty in seeing how its projected changes are related to other units or how they relate to general trends. Each department and college has autonomy in curriculum development and this is as it should be--up to a point. With rapid growth ahead it is desirable that each part of the University should see its specific relation to the whole if the most economical use is to be made of faculty time and talent."

The Senate adopted the curriculum practices; the charge to the proposed subcommittee was only presented for information. (At its next meeting, the Senate deferred approval of the establishment of the subcommittee until the fall.)

The Senate Committee on Intercollegiate Athletics reported that the Big Ten had adopted rules allowing financial aid to athletes, on a 6-4 vote, that was quite controversial. The committee reported that "3 lengthy meetings out of the 9 so far held since last September have been devoted mainly or entirely to extended discussion and consideration of the new Conference Legislation. . . . Further, the implementation of that legislation at this University has consumed much additional time on the part of the Conference Representative and individual Committee members and also on the part of the President, the Vice-President, Business Administrator and his staff, the Director of Athletics and his staff, the Dean of Students and his staff (particularly the Director of Loans and Scholarships), the Director of the Greater University Fund, the Recorder, the Director of the University bookstores, and numerous administrative officers in the Institutes, Colleges, and Schools. The committee wishes to express its appreciation for this assistance and co-operation from these many people."

Under new business, the president reported that "first, that we are obligated to increase our fees across the board \$10 per quarter for residents and nonresidents. Second, that the drain on the State's general revenue fund 2 years hence will be significantly greater than this year because some of the financial need this year was provided from windfall funds that will not be available next time. He said that we have every reason to be very grateful to the Legislature but regrets the need to raise fees."

June 6, 1957

The Administrative Committee reported it had recommended to the president 7.5% across-the-board academic salary increases.

FCC reported that "it is proper that we should record the friendly courtesy and cooperation which the President has given the Committee. He has met with the Committee a number of times to present for discussion policies and plans which he and his staff had formulated: a common situation has been the presentation for discussion by the Administrative Committee on one day and the Faculty Consultative Committee the next, or vice versa. . . . It should be noted that in many important instances, such as the legislative budget proposals and the internal budget policy and programs, the Committee is given a careful and complete statement of the plans in their final stages as ready to go to the Regents. In such a situation the Faculty Consultative Committee cannot realistically consider the other alternatives which may exist, nor can it recommend a different specific program, since the necessary information and staff work are beyond our reach. It can and does, however, discuss frankly with the President the members' reaction to the specific proposals, and its 'approval' of the proposals is by way of being at least a 'nihil obstat.'" "Looking forward, we are preparing to discuss within the Committee the way in which the interests of the faculty can be expressed with respect to many questions that are already arising concerning the planned development of the University on the land to be acquired across the river."

The Committee on Institutional Relationships reported that "when the SLA College faculty adopted a single distribution plan for students planning to earn the Bachelor of Arts degree in that college, considerable misunderstanding and confusion was created with respect to the effect of this plan upon high schools, particularly in terms of foreign language instruction." A joint subcommittee report called for better communication with high schools about college plans but concluded that "the change to a single-distribution plan by the SLA College was certainly within the rightful domain of a college faculty."

The Committee on Student Affairs referred to the Committee on Business and Rules a request from the All-University [student] Congress that when student members of Senate committees are invited to Senate meetings for report from the committee on which they sit, the students be permitted to attend the entire Senate meeting.

November 7, 1957

The Administrative Committee reported on various matters.

*"3. Fiscal Situation in Relationship to Lower-Than-Expected Student Attendance, Fall 1957.*

"The President described the extent to which the fall quarter 1957 student attendance was short of expectations, and far below the estimates given to the legislature in early 1957. Immediately, this situation invalidated the provision of new staff, academic and civil service, to cope with students in addition to the number of those here last year, and it created a deficit in the expected tuition income."

*"11. Report on University Computer Facilities.* An all-University committee on computer facilities had been appointed by the President and certain correspondence from that committee suggested a review of the program. Professor William G. Shepherd discussed the installation possibilities which the committee had explored and Dean Blegen and other members of the Administrative Committee remarked concerning the rapid growth of demand for a modern high-speed computer at the University and on the diversity of instruction and research areas now making use of or requesting use of such devices."

The Senate approved appointment of a subcommittee on curriculum with the understanding from the Committee on Education that "it is not the intent that this sub-committee shall have other than informative and consultative functions. If the emerging total picture of the University curriculum suggests the need for more specific Senate action, recommendations to this effect would be made to the Senate after study by the Committee on Education."

The Committee on Scholastic Standing introduced for discussion a new grading system. The primary change was a move to a 5-point system "to replace the present 4-point system (A=3, D and F=0). An A would now carry 4 grade-points. There were many additional provisions. The Senate adopted the new grading system at its next meeting.

The Committee on Business and Rules responded to the proposal to allow student committee members to attend entire Senate meetings. "The committee believes that while it is true that a good portion of the business that comes before the Senate is of vital concern to students as well as faculty and should be considered by both students and faculty, it is not unlikely that certain business for Senate consideration would render it quite unwise for students to attend entire

Senate sessions. If increased student participation is deemed desirable, the committee believes it should be accomplished by enlarging student representation on Senate committees where students now hold membership and by appointing student members to other committees as may be warranted. For these reasons, it is recommended that the proposal not be approved." The Senate concurred.

The Committee on Student Affairs presented a long disquisition by the Dean of Students on academic freedom and why the existing speakers policy (requiring approval of the Dean) worked well.

#### December 12, 1957

Under new business: "*West River Campus*. Vice Chairman Boddy reported that President Morrill is anxious that all interested groups have an opportunity to discuss the matter before any final decisions are made. The subject has already been discussed with a few faculty groups and will be discussed with others on request. He is talking with the Board of Regents about it today on an informal informational basis and plans to discuss the matter in detail with the Senate at an early meeting."

#### December 18, 1957 Special meeting

The meeting was called to discuss the expansion of the Minneapolis campus to the West Bank. There was lengthy discussion. FCC presented a resolution that the Senate adopted: "WHEREAS, There are grave educational consequences which may be strongly shaped and influenced by the course of development of the plan for the West River area; and WHEREAS, This senate is charged by its Constitution with a responsibility for determining educational policies;

*Therefore, Be It Resolved* by the Senate, That the Senate Committee on Education be instructed to engage in a continuing study of these developments and their educational implications; and that the President be requested to permit this Committee or its Subcommittees to work with the *ad hoc* Planning Committee or such other groups as may be concerned in the development of the West River area."

Material presented to the Senate included the transmission of a report from the West River Area Advisory Committee, chaired by Vice President Willey (academic affairs). The gist of the recommendation was this: "In conformity with the concept of concentration, accepted by the Committee, it is recommended in principle that the West Side Development include, by 1970, the General College, the School of Business Administration, and all units of the College of Science, Literature, and the Arts excepting Astronomy, Botany, Geology, Library School, Mathematics, Music, and Zoology, recognizing that the decision may yet remain as to the advisability of substituting the College of Education for the General College."

The committee reported its assumptions, including that 1970 enrollment would be 38,600,<sup>11</sup> which will require an additional 1,867,582 square feet of assignable Space ("this space is roughly the equivalent of 31 Ford Halls"), that "the instructional load to be carried on the Minneapolis campus should be divided approximately in terms of credit hours or

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<sup>11</sup> The data table presented with the report projected 42,400 students.



student stations about equally as between the two sides of the river to minimize traffic congestion and to achieve still further flexibility for the future" and that the "development of the area west of the Mississippi River must not be regarded as the creation of a new campus, but rather as a logical extension and growth of the existing Minneapolis campus." There were a number of additional assumptions and an enumeration of the reasons for the recommendation.

The Dean's Advisory Committee for SLA dissented from the recommendation and provided a report to the Senate.

#### February 6, 1958

The Administrative Committee approved the West Bank expansion plan. The Committee on Education appointed a subcommittee to examine educational implications of the campus physical expansion and designated three of its members to serve on the president's advisory committee on the West Bank.

The Committee on Scholastic Standing recommended a policy on examinations for credit and examinations for proficiency. The Senate approved the policy.

Under new business, the president reported that the Regents had approved the West Bank expansion plan. The Senate was provided a four-page report on "Tentative Proposals for the Gathering of Data Needed in the Formulation of an Over-all Plan for Development of the West Side Campus"

#### May 1, 1958

The Administrative Committee reported that "the President stated that the budget proposal included an additional percentage for faculty salary improvement and sought advice from the Committee as to whether these funds should be allocated (a) across the board (b) on a merit basis, or (c) in a combination of across the board and merit. After extensive discussion, the sense of the group appeared to favor an across-the-board adjustment for teaching and research assistants and medical and dental fellows with major emphasis on merit for instructors and above although there were some who favored using about one-half of the available funds across the board with the remainder on a merit basis."

#### June 5, 1958

The Committee on Education reported on the work of several subcommittees. One was looking at "factors which influence the attraction and retention of University of Minnesota staff," and it was studying several groups of faculty (those who accepted offers to come to Minnesota, those who did not, those who left for professional appointments elsewhere, and those who have considered such appointments. The subcommittee was conducting interviews and sending surveys. Another subcommittee was looking at the University curriculum, which was collecting information on course offerings, among other things. Yet another was studying the West Bank development, "the best educational use of the land to be acquired on the West side of the river and [keeping] a close watch over developing plans for new buildings and the utilization of

existing structures on both sides of the river, the bridge, library facilities, and the effect of building and space allocations on relationships between departments, schools, and colleges."

The Committee on Education reported an item for action.

"It is believed that the usefulness of existing communication mediums and efforts could be strengthened in a specific manner for the faculty by the action proposed in the recommendations to follow. These recommendations contribute to two related areas: (a) the need for formalizing a more effective means of two-way communication between the administration and the faculty and improving communication among the faculty; and (b) the need for promoting the "University Idea" of a cohesive interrelatedness among the faculty.

"To these ends it is recommended:

"a. That a Faculty Letter from the President's office be issued on a periodic basis. This would, in concise form, bring to the faculty campus issues and issues on a state or national level likely to be of concern to the academic community. . . .

b. That a faculty "house organ" be established. This could well become the communication medium of the Faculty Consultative Committee, with issues and reactions proposed in both directions that would serve as a means by which faculty members could express their views on University matters more effectively to their colleagues and to the administration.

c. That improvement in two-way communication between the Senate and the faculty be sought by requesting each group of Senate members representing a college constituency or subdivision thereof to organize itself so that regular reports of Senate action are given to each college or department faculty. . . .

d. That the Graduate School be encouraged to invite faculty from disciplines other than the candidate's major and minor fields to serve as guest observers on the graduate examining committees as a means of promoting the "University Idea."

e. That individual faculty members and departments be encouraged to make more use of guest lecturers from other departments and colleges of the University when the subject matter of the course in question pertinently relates to the colleague's field of competence. This would help to promote the "University Idea" among both faculty and students."

After some back and forth, the Senate adopted the recommendations unanimously.

A subcommittee of the Committee on Institutional Relations reported that it "has sought to accomplish three major purposes: (a) to develop procedures for early review of proposed changes in college policy and practice, (b) to develop machinery for obtaining reactions to such proposed changes within the separate colleges of the University which may have interest in them and with other Minnesota colleges or secondary schools for which the proposals have implications, and (c) to establish suitable channels of communication for successful implementation of such changes as they affect other colleges of the University or other educational institutions or agencies." Another subcommittee, on relationships with prospective students, "has recently placed primary emphasis on the further development of brochures aimed at interpreting educational opportunities available at the University for the young people of Minnesota."

October 16, 1958 Special meeting

The meeting was called to discuss the report of the West River Area Advisory Committee, which considered its task complete and suggested the president engage architects for building planning. The report included several pages of text and tables.

#### November 6, 1958

The Administrative Committee reported on continued lengthy discussions about the West Bank.

Under new business, one Senate member "indicated that some faculty members have reason to doubt the wisdom of an unrestrained recruitment program for athletes in the Big Ten Conference. To make Conference teams representative of their universities rather than representative of the magnitude of the recruitment programs he presented the following motion for consideration by the Senate:

BE IT MOVED that the University of Minnesota representatives to the Conference vigorously pursue a program to obtain acceptance by the Conference of the following regulation. No athlete shall participate in Conference intercollegiate events unless he has shown evidence, by high school attendance, of residence in the local area of the institution concerned. The local area would be defined as the area within a distance of 150 miles of the institution, in addition to the State in which the institution is located." There was "extensive discussion and the Senate voted it down.

Also under new business, President Morrill promised to follow up on the "house organ" proposal that had been made at the previous meeting.

#### December 11, 1958

The first item in the report from the Administrative Committee was this: "*1. Discussion of the Quarterly vs. the Semestral Calendar.* [The Dean of SLA] had written asking (a) if it might not be wise for the University to consider changing to the semestral system and (b) that consideration be given to earlier opening of the fall term at the University. . . . [because, on the first point, ] that the sentiment which he encountered for the semestral plan suggested that this might be the time when the University should once more consider a change. . . . Much comment ensued, in the course of which it appeared that many considerations govern in choice of a calendar pattern and that it would be surprising if all units of the University were in agreement on the best instructional calendar." The Administrative Committee asked an ad hoc group to review previous calendar studies.

The Committee on Committees reported a problem with committee chairs who are not members of the Senate and indicated it would considering a proposal to make them ex officio voting members of the Senate. In the discussion, a question was raised whether they could have all membership privileges except voting in order that the balance of representation across colleges not be upset.

The Senate approved a motion that the University join the newly-created Western Collegiate Hockey Association.

The Committee on Student Affairs returned to the discrimination clause in student organizations. It noted that "we have on campus one fraternity chapter which has not only a 'white' but also a 'Christian' requirement which the group contends is the essence of the fraternity's fellowship and the elimination of which, it is contended, would obliterate the essential religious character of the fraternity. There is also a Catholic fraternity which insists on retaining its Catholic character. There is another fraternity which embraces Masonic principles. Students are now in the process of organization of a new fraternal club, membership in which would be limited to Missouri Synod Lutherans. In the face of such diversity of discrimination, it seems unlikely that the full problem can be solved merely by requiring that the words "white," "Caucasian," or "Protestant" be removed from constitutions." The committee took another look at the policy on restrictive membership and reaffirmed it; it asked that the Senate concur and the action be transmitted to the Regents. The Senate did and the president agreed to do so.

#### March 12, 1959

The Administrative Committee reported lengthy discussions about further consideration of a change to semesters and that it voted not to pursue the issue further.

Under new business, remarks by the president, he "discussed briefly the matter of the selection of the next president pointing out that although actually the responsibility rests with the Regents, the need and value of faculty consultation and assistance is fully recognized. He mentioned having already discussed this to some extent with the Faculty Consultative Committee and that he expects to discuss it with the Regents at their next meeting and following that with the Senate." (President Morrill would reach next year the mandatory retirement age of 68.)

The Senate voted unanimously to support the recommendation of the Committee on Intercollegiate Athletics that the University again vote against Big Ten participation in the Rose Bowl.

The Library Committee provided a report on the critical financial situation of the libraries and noting that "the statistics on research library growth that have been systematically collected for many years show that the Library at Minnesota has notably fallen behind its sister institutions during the past decade, in the support of the development of its collections. Since 1947-48 (See Table 2), Minnesota has *fallen* from *third* among the nation's university libraries in total expenditures for books, periodicals, and binding to *twelfth* place" [emphasis in original]. The committee reviewed the many causes of the problem and recommended reinstatement of an incidental student fee directed in support of the libraries. The Senate recommended referral of the recommendation to the University Committee on Fees.

Under new business, the president reported that the Regents had appointed a nominating committee of Board members; he had suggested the Board designate FCC as the faculty advisory group. The Board had so voted. The Senate voted "*In conformity with the request of the Board of Regents, the University Senate voted to designate the Faculty Consultative Committee as its committee to consult with the Regents in the matter of the selection of a new president.*"

#### June 4, 1959

The Committee on Education reported that, pursuant to Senate action a year earlier, and "with the endorsement and approval of the Faculty Consultative Committee, has developed the concept of an informal faculty publication to be called *The Senate Forum*. This is planned to provide a dignified medium for the exchange of faculty ideas on current educational issues and developments. It is to be administered by an editorial board selected for their stature and judgment without regard to college of origin." The board would be a subcommittee of FCC. President Morrill agreed to provide funding.

The Committee on Education also recommended against merging the two departments of mathematics (SLA and Institute of Technology) but suggested they should be housed in the same building.

FCC reported, inter alia, that "as a result of the Senate action at its last meeting, designating the committee as the faculty committee to consult with the Board of Regents' subcommittee on the selection of the next president, we have been asked by the Regents' committee to solicit faculty nominations of persons to be considered for the presidency and to forward such nominations to them."

The Committee on Student Affairs recommended an addition to the policy on restrictive membership clauses (new language underlined): "The selection of members by student organizations should be based upon the congeniality, merit, and interests of the individual student. The practice of excluding individuals from memberships in groups on the basis of race, color, or religion is not consistent with this policy. Nothing in this policy shall restrict the right of student religious organizations to limit membership to those of like faith." The Senate approved.

November 5, 1959

The Committee on Intercollegiate Athletics reported on Big Ten actions. "A motion to reaffirm authorization of an agreement for participation in the Rose Bowl game after January 1, 1960 failed through a 5 to 5 vote. A subsequent motion to rescind the last sentence of Regulation II-I ("Post-season competition in all sports is prohibited. Seasons in all sports, unless otherwise limited in these Regulations, shall close with the N.C.A.A. championship meet in each sport. Nothing herein shall apply to the Rose Bowl game") failed through a 5 to 5 vote.

Under new business, "the President commented on the various effects of the legislative session and particularly on the tuition increase. He reported that the University of Minnesota is now charging the highest nonresident tuition among midwestern public universities and that we are also near the maximum on resident tuition charges. He indicated that previously we have attempted to keep our tuition rates near the median or other such institutions and in some relation to the rising cost of living. Both of these principles had to be largely abandoned. . . . Representations to the legislature involve student attendance projections for as much as 2 or 3 years in advance. Attendance outcomes during the last biennium and again this fall have been disappointing. . . . The University faces an estimated budget deficit of \$368,000 in tuition expected but not realized."

December 10, 1959

The Administrative Committee reported discussions with the president about televised courses and a report it had received. The report contained four recommendations:

"(1) The University of Minnesota should embark on a program of television courses for credit.

(2) The initial televised courses of the University should be general and cultural in nature.

(3) The administration of televised courses should allow for their use by both regular and off-campus, part-time students.

(5) Determination of course level and content should be entirely under the control of the academic department whose course is presented.

"In further comment, Professor Nixon dealt with the prospective development of television at the University and stated that his Committee would welcome suggestions from all members of staff. He said that the need is for dynamic, interested lecturers and he hopes that his colleagues will help him to discover additional able and interested people." The Administrative Committee noted that "it appeared that the major question in transferring credit derived originally from televised courses is that of what credit should be given for exactly what kind and level of work?"

FCC provided a glowing report on its interactions with the Board of Regents in the process of selecting a new president.

February 4, 1960

The Administrative Committee reported: "1. *University Staff Public Relations*. The President discussed the need for development of good public relations, referring to a number of controversial matters in which the University is involved."

The Committee on Intercollegiate Athletics reported that a new conference on the west coast (the Pacific Coast Conference had dissolved), the Athletic Association of Western Universities (predecessor to the Pac-10) had signed a contract with the Tournament of Roses and invited the Big Ten to do so as well. At present the Big Ten legislation was permissive; there was no contract but the 5-5 vote to remove legislation permitting participation in the Rose Bowl had failed. The Senate by an 88-14 vote instructed the University's Big Ten Faculty Representative to vote against accepting the invitation and to seek again repeal of the permissive clause.

FCC provided a detailed explanation of the presidential selection process in which it had been involved, including 39 meetings, 10 with the Board of Regents nominating committee. The report to the Senate ended: "May I close by expressing our satisfaction with the continued close co-operation and friendly working relationships with all the members of the Regents' committee, and our appreciation of their sincerity and dedication to the best interests of the University. Our particular thanks go to the board chairman, Mr. Quinlivan, for his leadership and direction of the whole selection process; to President Morrill, whose careful laying of the groundwork for this co-operative venture went far toward ensuring its success; and to our faculty colleagues on this campus and in other institutions for the information, advice, and support which were so generously given to us. F. M. BODDY, Chairman."

The Senate voted to express their pleasure with the report and to request the Faculty Consultative Committee to convey to President Wilson a friendly welcome from the faculty and assurance of their fullest measure of co-operation.

March 10, 1960

The Senate accepted a long report from the Committee on Institutional Relationships on "University Credit for Advanced Study in the High School."

Under new business, the Senate voted to table a long motion from Professor Maurice Visscher "that the Senate oppose the participation of the University of Minnesota in the United Fund of Hennepin County as constituted at this time, and that a committee of the Senate be appointed to consider and to report back to this body recommendations for an appropriate mechanism for an independent annual Charitable Fund Drive in the University, incorporating the principle of individually designated donations." He objected to the inability of employees to direct their contributions to the organization of their choice.

Also under new business, "on a motion by Professor Robert H. Beck, the Senate voted unanimously to adopt the following resolution for transmittal to the President and Board of Regents: Whereas "loyalty oaths" on principle are unsound and in practice serve no useful purpose, we, the Senate of the University of Minnesota, urge that the loyalty oath and disclaimer provision of the National Defense Education Act of 1958 be removed. As an immediate first step toward achievement of this goal we hold that the bill in the U. S. Senate providing for repeal of the disclaimer affidavit (S2929) should be enacted." (At the next Senate meeting, it was reported that " The Board of Regents at its meeting on April 8, 1960 voted agreement with the position taken by the University Senate on the Loyalty Oath and Disclaimer-affidavit provision of the National Defense Education Act.")

Also new business, "an effort is being made to bring to the Twin Cities community a professional repertory theater, specifically such a theater under the direction of Tyrone Guthrie. The Senate wishes to record itself in favor of this effort, and to express its fervent hope that this goal may be achieved. . . ."

"On a motion by Professor Kenneth Clark, the Senate voted to direct the Committee on Education to develop a policy recommendation governing travel to professional meetings."

April 28, 1960

The Administrative Committee reported a lengthy discussion of the fund drive and agreed that an ad hoc Senate committee be appointed to consider the issues.

The president's discussion of the budget with the Administrative Committee was reported. "The President said that although customarily he has discussed the proposed budget plan with the Faculty Consultative Committee and the Administrative Committee prior to taking it to the Regents, this time he gave the prospectus to the Regents on April 8 explaining that he had not had an opportunity to review it with these committees. The Regents approved the plan

with authorization to the President to amend and revise it if deemed advisable after consultation with the committees. The President reported having reviewed the prospectus with the Faculty Consultative Committee on April 13 obtaining their endorsement.

He then discussed the situation generally, reviewed some of the problems of budgeting during recent years and commented that many of these problems still exist. He stressed that we are still seriously affected by not having realized the enrollments that were predicted in good faith and that the situation had been accentuated further because in no quarter has the enrollment been above that of a year earlier. Mention was made that enrollments are being restudied by a faculty committee to determine where the losses occurred and why."

The Administrative Committee also reported: "*9. Faculty Retirement Plan.* Attention was directed to a comparison of average salaries and fringe benefits for the faculty at Minnesota with those at other institutions in the Big Ten. It was pointed out that during the past 10 years these institutions and others have initiated major increases in the final retirement allowances so that even with the addition of social security benefits in 1955 the University of Minnesota has fallen behind these institutions in faculty retirement provisions." A number of options were discussed. The lack of funding was an issue.

Under new business, the Senate voted that "the presently constituted special Committee on the Robbinsdale Experiment in University-High School Relationships be considered as an ad hoc committee of the Senate to bring back to the Senate information on its deliberations and its report on this matter."

June 2, 1960

The Senate approved the recommendations of the ad hoc committee on the fund drive, allowing contributions to other organizations.

The Administrative Committee reported that "there was a special joint meeting of the Administrative Committee and the Faculty Consultative Committee on May 10, 1960, in preparation for the May 13-14 visit of the Legislative Building Commission and the related May 12 discussion with the Regents. The President commented on certain difficulties of procedure and on the uncertainties which confront the required 10-year conspectus of University building requests."

FCC reported that in a meeting with the president, "the administration presented plans for a substantial improvement in the retirement allowances, to be achieved in part, by a "speedup" in the offering of retirement units to eligible faculty. This is to take effect next year (1960-61). Possible changes in the insurance programs and other "fringe benefits" are being studied. The committee whole-heartedly approved of the steps being taken, but expressed the hope that these desirable steps would not impede a more sweeping revision of the whole system to the end that the retirement allowances be more closely related to the level of salaries earned at the time of retirement, and that some means of at least partial protection against the erosive effects of inflation be built into the system."



The faculty representative to the Big Ten reported that "under the Western Conference [an older name for the Big Ten] regulations it is still permissible for a Big Ten institution, if invited, to participate in the Rose Bowl with receipts distributed among the Big Ten. He indicated that the Senate should be aware of this as, if we should win and be invited, the Senate will have to decide whether or not we shall accept."

Under new business: 1. The Senate voted that "the question of whether the University of Minnesota should this fall establish University classes at the Robbinsdale Senior High School be referred to the appropriate committee or committees of the Senate, for recommendation for Senate action." 2. "The following resolution was adopted by a standing acclamation: *Resolved*, That the Senate, at this last meeting at which President Morrill will preside, desires to record its appreciation for his continuing concern for the growth and improvement of the Faculty during the fifteen years of his administration, for his patient and fair-minded co-operation with this Senate, and for the integrity and leadership which he has brought to all University affairs; and that the Senate wishes for him, as he prepares to leave the University of Minnesota, many profitable and successful years in the activities of further service to education, on which he is about to enter."

November 3, 1960

The president asked the Administrative Committee for a description of its role and responsibilities, "both as an official action group and as a body to help and support the President as he presents the unified voice of the University. The real resolving body of the University is, of course, the faculty. The President asked for identification of the areas in which the committee has responsibility for formal action and Dean Lockhart was requested to advise him on this, after referring to the Constitution of the University Senate and to other rules of the University. . . . Dean Lockhart described two functions which might call for formal action by this committee: (1) budget recommendations affecting the University as a whole and (2) approval of teaching materials prepared by staff members for sale to students (when questions on approval are referred by the secretary). Additionally, by long established custom, the committee has acted on proposals for the awarding of University honors and on the University calendar. It was therefore suggested that it might be desirable to continue formal action on these last two matters. The committee gave tacit approval to the substance of Dean Lockhart's report after having discussed the subjects of past action."

The Administrative Committee also reported: 5. *Procedure for Review of Medical Data on Human Volunteers in Certain Research Projects*. The Health Service had been asked to do physical examinations on certain research subjects (human volunteers) who might incur unknown illnesses or disabilities as a result of scientific experiments. Dr. Boynton had considered one such request with Dr. Howard and his associates, since the Medical School has a committee to deal with problems growing out of medical research. It was asked if the University should make use of this committee for the purpose of obtaining advance approval for involvement of human subjects in research which might affect the health of the individuals. Since there appeared to be agreement concerning the need for this work, and on the appropriateness of the referral made, the President asked that the Medical School committee assume the responsibility, at least until there is reason to review the matter."

The FCC report included this item: "The Faculty Consultative Committee believes that the Senate Forum, established a year ago, has performed a valuable function in fostering better communication among members of the University community and that its importance will grow. We are, therefore, proposing that the Forum be continued. The membership of the Editorial Board [is] a subcommittee of the Faculty Consultative Committee. . . . A brief account of the Forum through its first year, prepared by the editorial board, follows:

'Three issues of the Senate Forum appeared, containing 20 articles, 4 letters, and 2 editorials. These covered a wide range of topics, and represented an attempt by the editors to have expressions from diverse interests on important issues. The editors did not receive an abundance of pertinent material for consideration, and recommend more active faculty participation in the Forum.'"

FCC also reported that it "has noted with satisfaction the positive steps taken by the Administration and the Board of Regents in improvement of "fringe benefits" for the faculty. This is a matter of prime importance in maintaining the strength of the University through attraction and retention of a superior faculty. . . . Significant improvements have already been made, for example, making available major medical expense insurance through payroll deduction. However, because retirement, insurance, and other fringe benefits are so important to the faculty, continuing intensive study of means for further improvements is imperative."

The special committee on Robbinsdale issued a report. "The committee, having reviewed all these materials, reached the conclusion that, whatever opportunities acceptance of the Robbinsdale proposal might provide for one group of high school students, both practical and educational considerations strongly argue that the University should not accept it. The implications are so far reaching, and would impose upon the University educational commitments so extensive, that it was seriously questioned by a majority of the committee whether the University could introduce any staff projects of this kind without undercutting the integrity of its existing collegiate activities. Clearly one could not stop with a single school district." The Senate voted to recommend to the president and Regents that the University decline the invitation, and also requested its Committees on Education and on Institutional Relationships to "to study the University's participation in the national Advanced Placement Program, including its credit aspects, and also review and evaluate present or proposed University policies that look toward similar objectives through credit by examination, the development of advanced standing tests, etc."

The Senate also requested "its Committee on Education, its Committee on Institutional Relationships, and its Committee on General, Extension, or a subcommittee drawn from them, working with the General Extension Division, to enter immediately upon exploratory studies to appraise the desirability of developing statewide, University Extension Centers which might offer educational opportunities for high school students as well as high school teachers and other residents in their vicinities."

The Committee on Committees asked for expressions of faculty view on (1) whether there should be a standing committee on faculty welfare and (2) how Senate committees should be appointed (at present nominated by the president and confirmed by the Senate).

The Committee on Education presented to the Senate a lengthy report on "FACTORS INFLUENCING THE ATTRACTION AND RETENTION OF FACULTY AT THE UNIVERSITY OF MINNESOTA" after three years of work. A research report had been commissioned. "After examining the research report, the subcommittee concluded that the University has been reasonably successful in attracting and maintaining a top quality faculty. The situation is, however, not perfect; some improvement can be made. . . .

"One of the conclusions that emerges with particular force from this study is that university prestige is a global concept, not easily parcelized or subdivided, and is pervasive in its influence even in highly specialized and technical fields. The contribution that strong individuals and strong departments make to a strong university cannot and must not be minimized. Many individuals choose to join or to leave a university with the specific prospect of working with other key colleagues. The attractive power of these individuals is a very valuable asset for an institution. Out of these personal relationships are built the reputations of departments and their relative drawing power in attracting or holding faculty.

"At the same time, it is important to understand that the impression made by a university as a whole upon the national academic community carries a decisive weight in faculty decisions. Individuals who lacked specific details about internal operations of departments or schools at this University were, nevertheless, found to have distinctly favorable overall impressions toward the University of Minnesota. . . .

### *III. The Central Importance of Salaries*

"With few exceptions, University faculty members find it difficult to talk freely about salary matters, or to evaluate readily the importance of salary in their professional and occupational decisions. Although difficult to document, those of us responsible for the planning and conduct of this survey are convinced that there was a tendency to understate the importance of economic considerations in academic motivation. . . .

### *IV. Recruitment Policy: The Key Role of Department Heads*

"The men who play the dominant role in the establishment and maintenance of the University's reputation are department heads and chairmen. These men may or may not be the leading technical specialists or scholars in their department, and their personal attractive power may be modest or great. They are, however, the personification of the department to the prospective employee. They are the contact men and their voice is the voice of the University. Their manners, their attitudes and their personalities are typically the first and most lasting forces influencing the attitude of a prospective faculty member.

"A careful reading of the published report will disclose numerous instances where individuals, who decided not to come to the University, or decided to leave, attributed much of their lack of enthusiasm or their dissatisfaction to personal contacts with departmental chairmen. . . .

"In a small but not unimportant number of cases, departments have been handicapped in recruitment by the fact that a wife or husband with professional training was unable to look to the University as a possible employer. . . .

### *VII. Retirement, Insurance, and Medical Care*

"The University's early performance in offering retirement and insurance benefits was a major step forward in improving faculty conditions. . . . In more recent years, a comparison with 9 leading state universities (the University of California and 8 other state universities in the Big Ten) Minnesota ranked ninth in retirement benefits. When made with respect to the major

privately endowed universities with which Minnesota frequently competes for senior staff, the comparison is even more unsatisfactory.

"One of the findings of the research study was that insurance and retirement benefits are of relatively minor importance to faculty who are just entering their academic careers. Although new recruits to the University faculty did not rank benefit programs highly in explaining the reasons for their decisions, one-fourth of them did express surprise and disappointment at the inadequacy of the programs after their arrival. . . .

#### *IX. Time and Money for Research*

"With the prospect of heavier teaching loads, a concerted effort will be needed to preserve a part of faculty time and departmental budgets for research. . . . The availability of research time and money is an important factor in the recruitment and retention of a superior staff. Among those who left the University to accept other offers, 43 per cent went to positions in which more time and money were available for research. This should be read as a clear warning. One of the principal challenges facing Minnesota in the years ahead will be to insure adequate research time and funds to the many disciplines represented in its faculty. . . .

#### *X. The Decisive Importance of Holding-Power*

A necessary condition for faculty quality is the University's ability to attract promising young men and women for staff replacement and expansion. This condition is, however, only part of building a quality faculty. Wise recruitment is important; the selective ability to retain key individuals is decisive. Here, too, the key role is played at the department level. . . . One point that does emerge sharply from the current study involves the importance of University concern for the continued professional advancement of faculty after they have joined the staff.

"It is clear from the text of the research report that faculty members in the age groups 35-50 are in what might be called the 'years of unrest.' These are the crucial years in terms of the formation of attitudes toward the University, decisions to 'look around' and solicit outside offers, and a general reappraisal of the individual staff member's position in the University community. One way to generalize this is: faculty members in these 'middle years' do not want to be taken for granted. They have put down some roots but not so deeply that they cannot be withdrawn if the right attraction develops. It is this group in particular that seems most influenced by attitudes, and the intangible but important relations with colleagues, department heads, and students.

[Summary] "The present study provides ample evidence that relations between the academic faculty and the maintenance and administrative staffs have been, at various times, a source of frustration and irritation. It is a prevalent belief, for example, that some decisions on academic matters have been made as 'administrative' decisions without adequate faculty consultation. In addition to the lack of an adequate 'policy voice,' many faculty members have felt that they have been subject to distressing and petty harassment by nonacademic staffs and service units. . . . These attitudes can often be summarized as a belief that 'the business office carries too much weight.'"

The Committee on Institutional Relationships provided a report for action on *University Policy on Relationships with Prospective Students*. It called for more high-visibility provision of information for prospective students but did not endorse recruiting.

The AAUP chapter recommended a series of amendments to the constitution changing the way that Senate committees are appointed. The Senate referred them to the Committee on Business

and Rules. (At a later Senate meeting, the Committee on Business and Rules reported that it considered three of the four amendments unnecessary and the fourth one unwise.)

#### November 22, 1960 Special meeting

"The President of the University has requested the Senate Committee on Intercollegiate Athletics to submit its recommendation on action to be taken in the event that the University should be invited to have its football team participate in the Rose Bowl game on January 2, 1961.

"Since 1946 the Senate Committee on Intercollegiate Athletics, with the approval of the Senate, has consistently voted against contractual agreements under which the Intercollegiate (Big Ten) Conference was required to designate one of its members as a playing participant in the Rose Bowl each year. It has also consistently voted against a Conference regulation which exempts participation in the Rose Bowl from a general prohibition against post-season competition. . . .

"In considering the request of the President, your Committee, while fully aware of its earlier recommendations pertaining to the Rose Bowl contracts and the permissive rule, has now given special weight to the following [several reasons]. . . .

"The Committee has voted unanimously to recommend that the University should accept an invitation to the Rose Bowl game on January 2, 1961, if such invitation is extended."

The Senate, following "extensive discussion," voted to approve the recommendation and that "the Committee on Intercollegiate Athletics to continue to strive, as in the past, for the removal of the permissive clause from the Conference regulations."

(The invitation was extended and Minnesota did play in the Rose Bowl.)

#### December 8, 1960

Comments appended to the report of the Administrative Committee: President Wilson said that at an appropriate time he may ask for consideration of a day of travel time between New Year's Day and the beginning of winter quarter classes. He indicated that he may also raise the question of the tri-semester calendar. Another matter that he may ask to have considered is the status of the press with respect to attendance at Senate meetings. He indicated that the members of the press having gained access to the Regents meetings are desirous of similar privileges in the Senate."

The Tenure Advisory Committee reported on a proposed amendment to the regulations that had been proposed by the local chapter of the AAUP. "The proposed amendment pertained to Section 12 (b) dealing with suspension during proceedings. Section 12 (b) of the code reads as follows:

Sec. 12 (b). *Suspension during proceedings.* Sole power to suspend rests with the President. The suspension may be with or without pay as the President determines to be in the best interests of the University. . . .

The proposed amendment would follow the second sentence ending with "interests of the University." The following sentence was proposed for insertion at this point:

Prior to making a decision with respect to such suspension, the President shall consult with an *ad hoc* committee of academic personnel of his own choosing, including at least one member of the Faculty Consultative Committee.

The Tenure Advisory Committee unanimously approved the amendment and recommended it to the President." The president referred it to both the Administrative Committee and the Judicial Committee; the latter approved it but the former wanted a modification, then changed its mind and accepted it. The Senate approved it, as did the Regents.

The Senate voted that "during the early part of the winter quarter, the Minneapolis Campus Planning Committee consult with the Senate Library Committee and other appropriate persons with respect to the plans for the new library on the West Bank."

February 2, 1961

In the report from the Administrative Committee: "*6. Absences of Students Attending the Rose Bowl Game.* . . . Since the Rose Bowl game involves institutional participation, the Dean [of Students] indicated that he was prepared to treat as authorized absences the cases of those students who are in actual attendance. The proposal led to extensive discussion from which emerged apparent agreement that absences for attendance at the Rose Bowl, both student and staff, should be handled in the normal way."

*7. The University Calendar.* The President had commented on calendar matters at the December meeting of the Senate, especially concerning a possible trimester calendar. In response to questions in the Administrative Committee, he indicated that he favored analysis of the possible usefulness of a somewhat revolutionary trimester plan, in the interest of making certain that the University has the best calendar system. This would involve, he thought, more than a commonplace change from the present quarterly calendar to a simple semestral calendar. It might involve major modification of the calendar in such a way as to provide a system with a high degree of flexibility which would permit some units to have a normal program of two semesters a year, others to operate an accelerated program, and yet others to offer eight-week course sessions. At the same time there could be a short summer term, primarily for teacher training. The discussion indicated lively interest in further exploration of and consideration of the arguments for and against such a special plan."

In an item titled "Library Plans," it was recorded that "the President indicated that he has given extensive attention to the library proposals and has concluded that the premise that the library needs can be satisfactorily met by improvements spread over a 10-year period is incorrect. He stated that because of this conviction he has pre-empted this matter from the Minneapolis Campus Planning Committee and has made a request to the Legislature for a new major library facility on the West Bank." The Senate voted unanimous strong support for the president's decision.

March 9, 1961

The Committee on Business and Rules proposed for consideration a set of constitutional amendments so that all associate professors and professors would be members of the Senate (and other ranks would elect representatives).

The Committee on Intercollegiate Athletics provided a report on the Rose Bowl that concluded: "The committee has been greatly impressed with the high caliber and excellence of all aspects of the Tournament of Roses. This event is sponsored by the Tournament of Roses Association, a civic nonprofit organization whose sole objective is the management of the annual Tournament of Roses. While a long-established and successful event of the magnitude of the Tournament of Roses attracts many visitors and brings much revenue into the area, evidence of commercial exploitation of the event is certainly not overt, nor can the sponsors of the event be charged with exploitation of the participants in the game for commercial purposes. If, on other grounds, participation of an educational institution in the Rose Bowl game can be justified, the participants need not apologize for their support of this event or have reservations about its caliber, as it is now operated."

The Committee on Athletics also presented a long report suggesting that Minnesota change its vote on allowing the Big Ten to sign a contract with the Rose Bowl, for a number of reasons (primarily because allowing participation without a contract meant each school had to renegotiate each year). The Senate debated the proposal at length and decided to lay the question over.

The Senate approved a bylaw change creating a Committee on Faculty Welfare.

The Senate approved a set of changes to the consolidated fund drive.

#### April 27, 1961

The long list of lectures and public addresses on campus each year that were contained in Senate minutes were now available in the president's office for review.

The Senate deferred consideration of changing the constitution to make all Associate Professors and Professors members of the Senate and requested that the faculty be polled.

The Senate deferred consideration of a change in the University's vote on the Rose Bowl.

The Senate deferred action on a constitutional change to make the Committee on Committees an elected body (because the change needed a two-thirds vote and there were not enough senators present). Immediately thereafter it voted to table a "motion to appoint a Sergeant at Arms to bring in additional members sufficient to satisfy the two-thirds majority necessary to consider constitutional amendments."

#### June 1, 1961

The Administrative Committee reported: "1. *University Budget, 1961-63*. The President called a special meeting of the Administrative Committee on April 28, 1961, to discuss budgetary problems and ask for assistance from the deans in presenting the needs of the University to continuing legislative committees. First, he requested specific information on the competition the University has faced in the retention of staff. The deans and directors were asked to provide a list

of those University staff members lost to other institutions during the last biennium as a result of competition for academic personnel."

It also reported: "*4. Meetings with the Faculties Relating to Reorganization of the University.* The President reported that he and members of his immediate staff had been meeting with the several different faculties for discussion of the report of the Senate Committee on Education regarding a plan for reorganization of the University."

The Senate approved constitutional and bylaw amendments providing for an elected Committee on Committees and providing that the Committee on Committees nominate members of Senate committees. (The amendments, under the constitution, now had to be submitted to the faculty. The faculty subsequently approved them, as did the Regents.)

"At the November 3, 1960, meeting of the Senate, the President, after calling attention to communications from the Departments of Geology Zoology, and Botany, and after commenting on the seriousness to the University as a whole of the redeployment of such basic disciplines, proposed 'that the Senate instruct its Committee on Education to study the question as to the most appropriate organization of the natural sciences within the University, and to study the implications for the remainder of the University of any proposed reorganization.' The Senate voted 'to request the Committee on Education to consider these matters and make recommendations.'"

After 15 meetings, the Committee decided to recommend that the departments be grouped together in a separate college and presented a report detailing reasons and rationale. "The committee with near unanimity concluded that the natural sciences should be brought together in a single, autonomous institute under an administrative officer who is fully cognizant of their problems and potential. This institute would include astronomy, botany, geology, mathematics, and zoology, which are now in SLA, and chemistry, mathematics, and physics which are now in IT. . . .

"The committee further recommends that the humanities and social sciences, including economics, also be organized into separate Institutes, each with a Dean.

*"The Senate voted to adopt the committee recommendation that action be deferred until the President can explore the implications with representatives of the committee and the educational units affected."*

The Committee on Intercollegiate Athletics brought back the question of the Rose Bowl and whether Minnesota should change its vote. "There was extensive discussion during which a motion to table the matter until the first meeting in the fall was made and seconded but failed to carry. The discussion continued until a motion to close the debate was made, seconded, and carried. A secret ballot was then taken on a motion to adopt the committee recommendation [to vote in favor of a Rose Bowl contract]. This motion carried by a vote of 70 for and 42 against."

The Senate Committee on Student Affairs recommended a change in the policy on student organizations and restrictive membership clauses. After many months of discussion, it changed this (the 1949 policy):

"The selection of members by student organizations should be based upon the congeniality, merit, and interests of the individual student. The practice of excluding individuals



from membership in groups on the basis of race, color, or religion is not consistent with this policy. Nothing in this policy shall restrict the right of religious organizations to limit membership to those of like faith."

To read:

"The selection of members by student organizations must be based upon the congeniality, merit, and interests of the individual student. Religion may be accepted as a common interest when as a matter of judicial opinion it is determined to be germane to the nature and functioning of the local organization and intended to be consistent with the aims and ideals of the University. The consideration of religion as a common interest must be a decision of the local organization. The determination as to whether religion is germane to the nature and functioning of the organization shall be a function of the All-University Judiciary Council.

"The practice of excluding individuals from membership in student organizations on the basis of race and color is not consistent with this policy. Exclusion from membership on the basis of religion is equally inconsistent with this policy where the intended use of religion as a common interest has no substantial bearing on the nature or functioning of the organization.

"Nothing in this policy shall restrict the right of religious organizations to limit membership to those of like faith."

The Senate approved the change.

The Senate Committee on Institutional Research reported that it had been pursuing the question of trimesters in response to the president's request. A consensus has appeared to emerge on five major questions:

1. What is the efficiency-educational or administrative--which is attained by three semesters which cannot be attained by four quarters per year?
2. What are the costs of running a third semester (i.e., a year-around program) in dollars and in student and faculty fatigue?
3. What are the problems of establishing uniform faculty salaries, teaching loads, and tuition in a flexible twelve-month program?
4. Are there distinct values to be gained by establishing a new calendar simply for the sake of motivating both faculty and students into new patterns of thought regarding course offerings, curriculum structure, and enrollment?
5. What would be the increase in efficiency of use of the physical plant.

The Committee indicated it would report next year.

The Business and Rules Committee proposed more public distribution of Senate agendas; a motion from the floor added language making the meetings public. "During the discussion that ensued it was pointed out that, as the constitution specifies who may attend and who may receive dockets, these proposals should properly be drafted as amendments to the constitution." So the matter was referred back to Business and Rules.

Under new business, "The Faculty Consultative Committee presents for Senate consideration a proposal to expand the minutes of the meetings of the University Senate in order to give the faculty a sense of the discussion in addition to informing them of actions taken." The matter was referred to Business and Rules.

December 1, 1961 Special meeting

There was only one agenda item: The Senate Committee on Intercollegiate Athletics reported it had voted unanimously in favor of accepting an invitation to the Rose Bowl if it were offered. There was a motion that "the Senate go on record as supporting the recommendation of the committee. Extensive discussion followed. . . . A vote was then taken on the original motion that the Senate go on record as supporting the recommendation of the committee. This motion passed by a vote of 108 for and 33 against."

The president offered comments after the vote. "The President indicated his gratitude for the careful consideration that had been given to this matter. He indicated that he shared, in part, some of the opposing points of view. He expressed his conviction that our success or failure in football is not at all significant in terms of our relations with the state and the legislature. . . . He expressed the hope that the academic faculty would take a positive view as it considers our athletic program and the image of the University. He thought academic control of athletics was more logically applied when dealing with criteria for eligibility for extra-curricular activities than in handling invitations to post season games. The effective athletic policy has already been determined and probably in favor of big time athletics at the time an invitation is received."

December 7, 1961

The Administrative Committee reported long discussions about changes to the calendar (adding a study break). The Senate voted to refer the matter back to the Administrative Committee with the power to act (change the calendar), including lengthening winter quarter by one week.

The Administrative Committee reported on discussions of scheduling. "Mr. Ausen pointed out that the student attendance finally realized at Minneapolis in the fall of 1961, compared to that of 1947, included nearly twice the number of graduate students and some 900 fewer undergraduates, thus establishing a shift in the composition of the student body with a resultant greatly increased demand for building space. The provision of new building areas at the University has lagged far behind the growth of Graduate School enrollment and research activities and is much short of the long-range program set in the middle 1950's."

The Business and Rules Committee proposed the constitutional amendment that had been requested:

1. That the Senate *Docket* carry the notation CONFIDENTIAL - NOT FOR RELEASE PRIOR TO THE MEETING
2. That the docket be sent through the University News Service to the news media in advance of each meeting.
3. That after the close of each meeting there be a news conference available, arranged by the University News Service, with the vice chairman of the Senate, and such others as he may designate, present.

The Senate voted approval after deleting the word "confidential" from the notation.

Business and Rules also recommended "To give the faculty a sense of the discussions in addition to informing them of actions taken, it is proposed that a detailed reporting of the discussion occurring during Senate deliberations be made and then digested by the vice chairman and reported to the faculty as an appendix to the *Minutes* of the Senate. In cases in which a speaker or

the Senate desires comments to be 'off the record' such comments shall not be recorded." The vice chairman said he would not have agreed to serve had this been part of the job. The Senate voted that the FCC chair and vice chair should designate someone to serve as digester.

The Senate voted to have a special meeting later to discuss the issue of having all Associate Professors and Professors be Senate members. A poll of the faculty had indicated mixed views. The president suggested that the vice chair, a faculty member, preside over the special meeting.

#### January 18, 1962 Special meeting

The meeting was called to discuss the proposal to change from a representative Senate to one that included all Professors and Associate Professors. There were not enough members present to act on a constitutional amendment, so "1. It was voted that the Senate go on record as favoring, in principle, a representative Senate. 2. It was voted that the Senate refer to the Business and Rules Committee for consideration the following suggestions for improvement of the present Constitution:

- a. Reduce administrative representative representation.
- b. Provide that nonmembers may speak and introduce motions, but not vote.
- c. Provide for an elected presiding officer.
- d. Improve the method of selection of members.
- e. Provide a membership rotation plan.
- f. Consider making Senate terms 2 years in length."

(With the new practice of a digester reporting the discussion at length, there are four pages of minutes of the discussion.)

#### February 1, 1962

From the Administrative Committee: "2. An *All-University Orientation Program for New Faculty Members*. There had been a suggestion from Director William L. Nunn that it would be advantageous to establish, each fall, a meeting or a series of meetings for indoctrination of new staff members in the policies and procedures of the University. This would be for the purpose of being helpful to the newcomers and to answer questions which they usually have. Several of the deans remarked that their colleges already have rather similar programs now in operation, and it was reported that there has been a survey of and a Doctor's dissertation on the orientation of new faculty members in colleges of this region." The president appointed an ad hoc group to consider the idea.

FCC reported: "The Faculty Consultative Committee initiated, in November, a newsletter. . . The purpose of the newsletter is to improve the committee's communication with the faculty and particularly to solicit faculty ideas and reaction to questions and issues. Several letters have been received by the committee from faculty members. The contents of these letters have been transmitted to the President, referred to appropriate Senate committees for study or action, or studied in detail by the FCC.

"The FCC held an open meeting with faculty members of the Minneapolis Campus on December 7. There was good attendance and excellent discussion of a number of important issues. These

issues have been considered further by the FCC and have been brought to the attention of the President."

The new Senate Committee on Faculty Welfare reported on the issues it had put on its agendas: Personal welfare issues: 1. Housing, 2. Insurance and retirement plans, 3. Parking, 4. Recreational and cultural facilities, 5. Salaries, 6. Waiver of tuition at the University for children of faculty members and a tuition exchange plan with other leading universities. Professional welfare issues: 1. Class scheduling and the University calendar, 2. Library facilities, 3. Promotions and tenure, 4. Public relations activities, 5. Research grants and opportunities, 6. Teaching loads, 7. Research and teaching facilities (office space, classrooms, secretarial service, teaching assistants, etc.), 8. Travel expenses to professional meetings, 9. Visiting professorship exchange program." The three areas where action was deemed critical were the retirement plan, waiver of tuition for children of faculty members and a tuition exchange plan with other leading universities, and travel expenses for attendance at professional meetings.

The Committee on Education brought a long report on "UNIVERSITY REORGANIZATION AND LIBERAL EDUCATION." "One central test of any organization for the University is the extent to which it facilitates the achievement of purposes held to be important by the University community. It is not easy to apply this test either to the present organization of the University of Minnesota or to alternative plans. The purposes held by so large an institution are diverse and difficult to specify except at a very high level of abstraction. Nevertheless, at this stage in faculty discussion of University organization, the Senate Committee on Education believes that specific attention should be given to the relationship between the University's role in providing some measure of liberal education for all its students, and a variety of organizational changes which will affect the capacity of the University to achieve this purpose.

Some of the section titles provide an indication of the scope.

I Some Assumptions Regarding the University's Mission, Program of Liberal Education, and Organizational Structure for Achieving These Objectives

II Criticisms of Present University Organization As This Affects Provisions for Liberal Education

III Proposals for University Reorganization (each with assumptions and critiques)

Plan A *The Proposal Made in the Report of the Senate Committee on Education, Spring 1961*

Plan B *A Proposal for Strengthening Liberal Education Independent of University Reorganization*

Plan C

*A Proposal for Strengthening the Structure of SLA*

Plan D

*A Proposal for Strengthening Plan A*

The committee recommended Plan D. The abstract of the discussion is three and one-half pages; the Senate did not complete discussion and laid it over to the next meeting.

March 8, 1962

The Administrative Committee report included a lengthy discussion of the budget and tuition and fees. "1. *Tuition Increases*. . . . President Wilson discussed the possibility of an increase in

tuition for the 1962-63 school year. The President pointed out that in the fall term, 1961, the University had 2,600 more students than were funded for. He noted that the dollars received from tuition pay about 30 per cent of the cost of the students' education and as a result the University now finds itself in a deficit position. . . . President Wilson noted that the budgetary situation has been strained to the limit in this school year. . . . He added that it would be impossible to maintain the University on its present level of quality without additional funds. He indicated that the first use to which increased revenues would be put would be in the restoration of line items in the academic areas. The President presented two possibilities for obtaining the necessary revenue. The first of these was to increase tuition and fees from the present base of \$91 a term to \$100 a term. He discussed two variants of this first proposal: either to indicate that tuition was increased to \$80 with the incidental fee unchanged at \$20, or to consider the entire \$100 as tuition, and budget internally the services provided in the past by the incidental fee. The second proposition discussed by the President related to premium tuition charges for professional areas. He suggested the possibility of setting the minimum tuition level for these areas at \$100 a term plus the \$20 incidental fee. . . ."

The abstract of the discussion has this comment from President Wilson: "Mr. Wilson said that he deplored the need to bring the request to the Regents. He is committed to the principle of relatively free public higher education. The alternatives here are to cling to the principle at a sacrifice to the quality of education or to accept the fact that completely free higher education had already been compromised and that quality must be sustained here and now, while continuing to work for the sympathy of the legislature. . . ."

Also from the Administrative Committee: "*4. Proposal for Co-ordination of Sponsored Studies Through the Graduate Research Center.* The dean of the Graduate School had, in response to a request from the President, prepared a written plan for central co-ordination of research proposals, particularly those involving sponsored research, contracts, or support from the private foundations. Such co-ordination, if it calls for new operating procedures, might provide academic or institutional judgments somewhat commensurate with the fiscal judgments now required. . . . Also, some degree of reporting would make it possible to keep the University constituency informed of the utility and research contributions of the University. Co-ordination should in no case establish barriers to work, and it was the general agreement that direct contact should be maintained between faculty members concerned and the agencies that support their work."

The Business and Rules Committee reported on a meeting open to all faculty to discuss proposals by a faculty member (made earlier to the Senate and referred to the committee). "Professor Gerald made the following statement: I have asked for this hearing so that we can discuss my proposals that the Senate meetings be open to the press. . . . We are likely to find it necessary to deal with attendance of nonmembers of the Senate for a long time and should not have to confront such a frustrating routine to work out the best plan for the University as a whole. . . . I explained to the Senate that the proposals were made in the hope that publicity for deliberations of the Senate would help the public understand some of the very serious problems that confront our growing University. The fact that the Senate is closed to the public tends to hide its real importance. . . . I am aware that some members of the faculty don't want to be bothered with consultation and leadership problems. I share the longing for the day of the all-enlightened philosopher-king and would willingly place all my burdens on him. Since this

longing will apparently not soon be satisfied, I work with those who in good will and humility try to improve communication and consultation in our fine but complex community."

"Arguments against the proposal were the serious restraint on the Senate if the press were present, the belief that opening the Senate to the press will not achieve the purpose in mind, that it would inhibit the President and others in reporting to the Senate, and that there are better ways of handling publicity than through open meetings."

Professor Gerald's motions were defeated by the Senate.

FCC reported that it had received a resolution from the chairman of the FCC counterpart at Michigan: "*Resolved*, That the Senate Advisory Committee on University Affairs be instructed to communicate with the corresponding bodies of the other Big Ten schools to determine what action their several faculties might take to lessen the degree of professionalism in intercollegiate athletics." FCC reported it would consider the request and report back.

The discussion of reorganization and liberal education continued, and is to be continued at a special meeting of the Senate. In the abstract, this appears: "Ruth E. Eckert, professor of higher education and member of the committee, brought a light voice and a highlight of color to the proceedings with a gay flowered hat." (The abstractor was Professor Eleanor Salisbury Fenton. Ruth Eckert was later appointed Regents Professor.)

#### April 19, 1962 Special meeting

A special meeting on reorganization and liberal education; at the end of the lengthy discussion, "*Senate Action*: It was voted that the Report on University Reorganization be referred back to the Committee on Education for further consideration and reformulation." The abstract of the discussion is five pages long.

#### April 26, 1962

The Administrative Committee reported. "*5. Administrative Committee Representation in the Senate*. In the hearings on proposed reorganization of the University Senate conducted by the Senate Committee on Business and Rules, it had been indicated that inclusion in the Senate, as ex officio members, of the 32 members of the Administrative Committee introduced in the Senate membership of 172 a disproportionate number of administrative officers." The Administrative Committee agreed and concluded it would address the issue.

The Senate overruled its Committee on Intercollegiate Athletics and directed that the University's vote at the Big Ten not favor a move away from a round-robin in football. (Discussion of this item took several pages of the abstract.)

Under new business, *Statement on Freedom of Speech*

The President read a news release on the matter of Ben Davis' appearance on the campus. At the conclusion of his remarks, the Senate voted unanimously to go on record as in favor of the President's statement.

Statement of President O. Meredith Wilson

The University of Minnesota has a stated policy that regularly approved student organizations can sponsor speakers before their membership and friends. Among such organizations are the Socialist Club as well as the more generally supported Republican and Democratic Clubs. Ben Davis was invited to the campus by the Socialist Club, a student organization. He will be presented by this group in the ballroom of the Coffman Memorial Student Union. It should be clear that his appearance or the appearance of any other person in these circumstances does not represent endorsement by the University of the views the speaker may express. It is, rather, an expression of the principle of free speech which is a very precious principle in a truly free society; and which, by the way, is a part of the American way of life explicitly guaranteed by the federal constitution. . . .

We do not fear Ben Davis. Nor can we afford to allow the fears that others may have of him destroy our hard-won right of free expression. We pay only lip service to freedom if only those with whom we agree are allowed a hearing. That kind of emasculated freedom exists in Russia. We require more in America.

As president of the University, I cannot deny access to the campus to Mr. Davis when invited by an approved organization, without seeming to endorse all others who have or may in the future speak under similar auspices. This I am not willing to do. . . ."

The abstract records that "it was a stirring statement and the Senate was obviously impressed. Mr. Gerald moved that the Senate endorse the statement. The motion was passed without a dissenting vote."

May 31, 1962

The Administrative Committee voted to recommend that its members continue to serve in the Senate, but as ex officio non-voting members. A constitutional amendment to implement the change in the Administrative Committee status, to allow non-members to participate, and other changes was not acted on because the required two-thirds majority was not present. The proposal also included removing FCC members as voting members of the Senate, to which Professor Warren Ibele objected (FCC chair 1989-91).

The Committee on Institutional Research, in a long document, reported on the proposal for trimesters and concluded that "that the trimester form of calendar does not offer net advantages that outweigh its disadvantages at Minnesota. This conclusion rests in good part on the fact that the University of Minnesota is now on a quarter system. If the University was presently on a semester system, the trimester plan of alternate operation would be worth serious consideration. Having made the transition to a quarter system, and with some progress being made in accommodating the dislocations and time wastages involved in registrations, examination periods, quarter breaks, and the like, there does not seem to be any compelling advantage that would result from a shift to a trimester basis of operation." The Senate accepted the report.

FCC urged Senate adoption of a recommendation that its members, the faculty and staff, and others vote in favor of a state constitutional amendment to remove the state debt limit of \$250,000, because unless the debt limit is eliminated, there can be no new buildings. The Senate approved.

June 4, 1962 Special meeting

The Committee on Education returned with a lengthy report recommending reorganization of colleges and departments in support of liberal education. With minor modifications, the Senate approved the recommendations. The abstract of the discussion is six pages long.